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ABSTRACT

This booklet contains abstracts of research reports, papers, and other material on the topic of young people and education, especially in the United Kingdom. The abstracts are arranged in the following categories: social and educational developments, programs, and periodicals. Within each of these sections, the abstracts are arranged and numbered in clusters according to prime subject matter. The subjects covered in this volume are the following: education (planning, resource allocation); higher education (access, control, students, financial support); programs (Commonwealth, community, transition, work experience); schools (character, approaches, outcomes, retention of students, student participation); experiences, attitudes, expectations, and destinations of school students; policy and programs of Technical and Further Education (TAFE), and attitudes and views of young people. (A list of the topics is provided at the front of the booklet.) For this final issue for 1983, the subject and author indexes are published separately from the abstracts and cover all materials abstracted from November 1982 to November 1983. (KC)

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# Abstracts

Vol. 2 No. 4 November 1983

SECTION

83/AB: Social and Educational Developments 98 - 140

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## ABOUT THE ABSTRACTS

The increasing inflow of reports, papers and other material is now allowing us to group the Abstracts more coherently according to main subject. This issue deals with young people and education. The February 1984 issue will be devoted mainly to employment, unemployment and associated issues. We hope this may be more convenient for readers and would like to know if it is not. We want to thank all those who have contributed materials for these Abstracts and to encourage those who have not to do so. The coverage of issues depends on the materials we receive.

The Abstracts are arranged in the following categories:

| | |
|---|---|
| Section 83/AB | Social and Educational Developments: Policy Analysis, Research |
| Section 83/C | Programs: Proposals, Reports, Evaluations |
| Section 83/D | Program Materials, Bibliographies and Reports (not in this issue) |
| Section 83/E | Periodicals |

Within each of Sections AB-D the Abstracts are arranged and numbered in clusters according to prime subject matter. This makes it possible for readers to compare differing views and approaches to particular topics. A list of the topics covered is given at the front of the booklet.

For this final issue for 1983, the subject and author indexes are published separately from the Abstracts and cover all materials abstracted from November 1981 to November 1983. More detailed information about any of the topics or publications can be obtained from the Clearinghouse, but copies of the publications themselves must be sought from the authors, institutions or publishers. It is hoped that the citations give sufficient information to make this access to publications possible.

The materials from which abstracts are prepared is material which has come to use since completion of the annotated bibliography in August 1980. In some cases, it will be a development or report of a study already annotated in the bibliography; in other cases it may be convenient to refer to similar studies already annotated. We do not wish to make continual citations of our own bibliography, so we make one citation now and will in future refer to it as the Annotated Bibliography.

ANDERSON, D.S. and C. BLAKERS

Transition from School: an annotated bibliography of recent Australian studies. Canberra: ANU Press, 1980 [288p.]

## ABSTRACTS

### TOPIC CLUSTERS


| | |
|---|---|
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| . Higher Education: Access/Control/Students/ Financial Support | 83/AB: 130-140 |
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PLEASE NOTE: THIS IS THE LAST ISSUE OF CLEARINGHOUSE MATERIALS YOU WILL RECEIVE, UNLESS YOU HAVE RETURNED THE AUGUST QUESTIONNAIRE OR NOTIFIED US IN SOME OTHER WAY THAT YOU WISH TO CONTINUE RECEIVING THE MATERIALS IN 1984.

# ABSTRACTS

## SECTION 83/AB

## Social and Educational Development: Policy, Analysis and Research

83/AB: 98 - 140

AUSTRALIAN BUREAU OF STATISTICS. SOCIAL SURVEYS AND INDICATORS SECTION

83/AB/98#

Social Report on Youth

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This report is being produced by the Social Surveys and Indicators Section of ABS in conjunction with the Office of Youth Affairs in the Department of Education and Youth Affairs as part of Australia's response to International Youth Year in 1985.

The report will use the considerable body of statistical information on young people and youth issues routinely collected by the ABS in surveys and censuses. In format, it is expected to be similar to the report on Australia's Aged Population published in July 1982, which covered: demographic profile, health, employment, income and housing. The report is due for release in the second half of 1984.

* * * * *

MUSGRAVE, P.W.*

83/AB/99#

Moral Values of Some Australian and British Adolescents

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This study, conducted between 1977 and 1983 in the United Kingdom and Victoria, is designed to investigate some dimension of adolescent moral thinking in a comparative framework and over 20 years by replicating work done by E.M. Eppel (1966). Using a 15-item sentence completion test and in 1981 an essay type instrument, the study has surveyed 408 14-15 year olds in the UK in 1976; 77 14-15 year olds in Victoria in 1977 and 1,766 13,15 and 17 year olds in 1981. Each group comprised equal numbers of boys and girls.

The results so far indicate little change (on the dimension tested) in the mode of moral thinking over 20 years and between the UK and Australian adolescents, though the sexes are now more alike and the adolescents less utopian. Australian adolescents have more pronounced anti-authoritarian attitudes than those in the UK. The 1981 study extended these earlier findings to the whole age group.

See also

- MUSGRAVE, P.W. 'The Moral Values of Some Australian Adolescents: A Report and Discussion'. Australian and New Zealand Journal of Sociology, mid-1984
- MUSGRAVE, P.W. 'Adolescent Moral Attitudes: Continuities in Research'. Journal of Moral Education, May 1984.

* Faculty of Education, Monash University, Victoria

AUSTRALIA. YOUTH AFFAIRS COUNCIL OF AUSTRALIA (YACA) 83/AB/100

Creating Tomorrow Today. A Youth Policy Report based on Nationwide Consultation. St Kilda South, Victoria: YACA, July 1983 [263p. inc. 33p. appendices]

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This comprehensive report, prepared by the YACA Secretariat, is the second report of a consultation program commissioned by the Commonwealth Government in November 1982 and undertaken by YACA as a national program, using extensive consultations to collect the views of young people and their organisations and distil from them issues of concern and directions for policy and action. The consultation and report are a contribution to the formulation of youth policy in Australia.

Part 1 provides a social context and background to the discussion. It traces the historical origins of the stated Australian values of fairness and equality and outlines the social and industrial developments which make these concepts little more than pious rhetoric: high youth unemployment, exploitation, the growth of marginal part-time work, homelessness. Present trends which are increasing the gaps between those who have power and affluence and those who have not indicate little hope of increasing equality. There is need for a recasting of values and objectives; greater depth of socio-economic analysis; the formulation of policies/action which will address the issues (recognising their basic causes and inter-relationships) and directly empower young people. The implications of these concepts are discussed in some detail, leading to the conclusion that empowerment through access to social/political organisation, productive assets, knowledge and skills is fundamental to the achievement of an equal, just and participating society. Programs will only be effective in so far as they recognise the complexity of the process of empowerment and combine all the means of access to it.

Part 2 of the report details the activities which constituted the consultation program: the development of the program and its processes and the consultations undertaken in each State/Territory through each appropriate Youth Affairs Council. Most of the Section is a presentation of the views of young people on a number of key issues: youth identity (the difficulties of achieving self-respect and a valued place in the society); accommodation (the importance of 'having a roof over your head'); education (the objectives, approaches, relationships, curriculum, outcomes, student allowances); work and unemployment (the nature/importance of work, the experience of unemployment, employment and its future); income security (the need for money 'to survive - to satisfy basic needs, and to live - to satisfy social needs'); law (the difficulties of understanding and being involved in the processes of the legal system); road safety (the underlying causes of risk-taking and accidents); environment (concern about the destruction of the environment and the need for more urban parkland); international (responsibilities and relationships); recreation/leisure (the effects of 'enforced leisure' and the need for adequate facilties/outlets); transport (poor public transport in areas of high need); media (the difficulties of gaining access for the viewpoints of young people). The section concludes with an assessment of the consultation process: what worked and why; what didn't work and why; some key lessons and the resistances to the consultative process encountered.

Part 3 is an analysis of the policy issues raised. It comprises a number of discussion papers on the issues raised in the previous section.

They discuss the policies of government and of organisations on the issue, drawing on a range of data and opinions. Each paper seeks to identify the key components of the issue and to propose directions/recommendations for action. Among the issues considered of greatest importance and therefore treated in depth are: accommodation, education, work and unemployment, income security, health, human relations and the law.

Part 4 outlines a program for continuing the consultation. It includes plans for discussion of the papers and proposals in Parts 1 and 3, within the YACA organisations, with government and other organisations. Part 5 contains a number of appendices, particularly papers used in various parts of the program.

See also

. Clearinghouse Newsletter, August 1983, Part 2, p.5-10.

* * * * *

ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD). 83/AB/101
CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI)

Education and Work. The Views of the Young. Paris: CERI/OECD, 1983 [mimeo: 121p.]

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This is the final report of a study for which an Abstract (A52) was made from an earlier draft. This final version is very close in organisation and wording to the earlier draft, though some duplication has been eliminated, some treatment made more succinct and a few references added. It is a comprehensive summary of the attitudes and views of young people in OECD member countries during the 1970s.

* * * * *

DAVIS, Denis, Millicent POOLE and Cecilia GRAY 83/AB/102

Literature Review of Studies of Youth Views and Attitudes

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INSTITUTION Centre for Research into Education and Work, Macquarie University, NSW

FUNDING Commonwealth Department of Education and Youth Affairs

DATE 26 September - 26 November 1983

This review will cover recent studies of the views and attitudes of Australian young people between 15 and 24 years whether they are at school, employed, unemployed or not at school/not in the workforce. It will canvass views on family life; the education system; employment/training opportunities; income support; expectations on employment and accommodation; politics.

. See also Newsletter August 1983, Part 1, p.45.

BRADY, Wendy 83/AB/103

A Cultural Study of Adolescent Working Class Girls in the Sydney Metropolitan Region during the Transition Period from School to Work/Unemployment/Domestic Labour [Ph.D thesis]

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INSTITUTION Department of Education, University of Sydney, NSW

DATES December 1981 - December 1984

This study sets out to identify and analyse the complex cultural processes at work in the production of patriarchal capitalist ideology in a specific social group (adolescent working class girls), focusing particularly on the transition from school to work/employment.

Using participant observation, interviews and discussion, the researcher is studying a friendship group of adolescent working class Year 10 females. Analysis of data will be undertaken during 1984.

DOCUMENTATION

Paper on School Resistance in conjunction with James Walker, Patricia Moran and Liz Newell (forthcoming)

* * * * *

AUSTRALIAN ELECTORAL OFFICE 83/AB/104

A Quantitative Assessment of Electoral Enrolment in Australia. Research Report. Canberra: Australian Electoral Office, September 1983 [16p.]

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This report, consisting largely of tables, is divided into two parts. The first compares actual electoral enrolments at 30 June 1983 with Australian Bureau of Statistics figures representing the total number of Australian, other British Commonwealth and Irish citizens, 18 years of age or older, located in Australia at the same date. The second analyses information obtained from an examination of survey responses to over twenty-two thousand face-to-face interviews conducted by the Roy Morgan Research Centre in the year ending April 1983.

Comparison of electoral and census data suggests that at 30 July 1981 there were slightly more than 500,000 Australians who were eligible to enrol but who had failed to do so. Making allowance for population growth since then, it is possible that upwards of 600,000 eligible Australians are unenrolled. Examination of State-by-State patterns of enrolment indicate that enrolment is significantly higher in those States in which a common claim card is shared with the State electoral administrations (New South Wales, Victoria, South Australia and Tasmania) than in those States in which electors must enrol separately to vote in Commonwealth and State elections (Queensland and Western Australia). There is no demonstrable difference between enrolment levels in seats held by the different political parties.

Examination of the Roy Morgan survey data reflects the census findings on the total unenrolled and State-by-State variations. These data also suggest a proportionately high underenrolment of eighteen year olds - a proportion which appears to reduce as the younger members of the eligible population settle through their twenties into traditional adult roles.

AUSTRALIAN ELECTORAL OFFICE 83/AB/105

A Qualitative Analysis of Attitudes towards Enrolment and Voting. Research Report. Canberra: Australian Electoral Office, September 1983 [39p.]

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This reports on a study of attitudes towards enrolment and voting held by four groups of the population: 17½-21 year old Australian born; 21-30 year old Australian born; non-Australian British subjects; Australian residents of non-English-speaking backgrounds. Part I of this report deals with the first two groups; Part II with the other two groups. The study covered knowledge of and attitudes to enrolment and voting; factors influencing decision to enrol or not to enrol; concepts of personal and community responsibility and responses to a recent radio campaign directed at newly turned 18 year olds. Information was gathered in the course of discussion with groups in each category. Each of the two Parts provides brief information on background, objectives, research method, summary and conclusions. These are then followed by detailed discussion of results.

The findings reported in Part I indicate that the single most important reason why young people do not register for voting is that, seeing no direct link between Government and their own lives, they become apathetic. The same apathy is responsible for their failure to acquire the political knowledge necessary to record a meaningful vote. Few young people have any knowledge of enrolment procedures or how the electoral system works and they are in general critical of schools or their parents for failing to provide them with sufficient political education.

Factors which do bring about enrolment include making a link between the 'System' and 'me'; the maturation associated with money, an election, marriage, etc.; parental or other pressure; fear of fines/penalties. Most young people are not really averse to registering and much could be done with an effective media campaign. Three groups in particular require attention: the unemployed, the mobile and those who fear retribution for late enrolment. The unemployed, though feeling alienated from the society, are generally better informed than other young people; but they have very low self-esteem and a fear of appearing on computer 'lists'. The mobile and those fearing retribution also need separate campaigns of information and reassurance directed to their particular needs.

The findings of Part II indicate that opportunities are extremely limited to reach and change the attitudes of immigrants, whether British or from non-English speaking countries. However, some groups may be responsive to an advertising campaign. Among these are people who have come to Australia at an early age and grown up here, but share the apathy of other young people. It is particularly important also to reach British migrants who see no advantage in adopting Australian citizenship. For non-British immigrants, the need is mainly for information and education on enrolment procedures and the structures of the Australian political system. Ethnic radio is recommended as an effective means of reaching ethnic groups.

See also

- Ministerial Statement: Australian Electoral Office 1983-84: Education and Enrolment Campaign. Hansard. Representatives 6 October 1983 [p.1450-54]

HANCOCK, L. and T. BURKE 83/AB/106#

Youth Housing Policy

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INSTITUTION Centre for Urban Studies, Swinburne Institute of Technology, Victoria

FUNDING Australian Housing Research Council

DATES 1981 - 1982

This study was undertaken in Sydney, Melbourne and North-eastern Victoria to determine the demand for, supply of and preferences in youth housing and to evolve policy recommendations. It surveyed 400 young people (120 in Sydney, 180 in Melbourne, 100 in North-eastern Victoria) as well as estate agents and providers of youth accommodation. It also analysed data on employment and housing markets as these related to supply of and demand for youth accommodation.

The study has found that the problem of youth homelessness is only the tip of the ice-berg; the problem is much broader than one of youth homelessness. The changing housing market and employment market conditions are producing limited housing opportunities for young people. Substantial policy intervention on the supply side of housing is needed to address the problem.

DOCUMENTATION

Report to be published by the Australian Housing Research Council

WESTERN AUSTRALIA. DEPARTMENT OF EDUCATION 83/AB/107#

A Study of the Informal Economy and its Impact on Young People

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INSTITUTION Transition Resources. Technical Education Division, Education Department of W.A.

DATES May - November 1983

It is intended in this study to identify and describe what is meant by the informal economy in W.A., and to use case studies to gather information on how young people (including some currently at school or in TAFE courses) enter the informal economy; the problems associated with entry to and survival in these circumstances; the question whether such young people become independent of unemployment benefits; additional support that young people need in the informal economy.

The study uses 10 workshops and 40 structured interviews in the development of case studies.

DOCUMENTATION

- Report, November 1983
- Case study materials January 1984

MEARES, Russell,* Claudia KRAIUHIN, Jean BENFIELD 83/AB/108

Adolescent Suicide. Reprinted with permission from the Australian Family Physician (Vol.12, No.8 August 1982) in the Australian Association for Adolescent Health Newsletter** No. 17, September 1983 [p.3-5]

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In Australia, the suicide rate for adolescent males has doubled during the 1970s; that for adolescent girls is unchanged. For the remainder of the male population, the rise is paralleled only by men in their twenties. For middle-aged men the rate remains about the same and in older age groups it is falling. As a means towards understanding these trends, the paper examines ABS statistics for Melbourne which provide figures showing the number of suicides for each age group in each local government area (LGA). Because of the small numbers in each LGA, it is appropriate to aggregate these LGAs into blocks: sand-belt, western suburbs, semi-rural, inner suburbs, affluent eastern suburbs, newer eastern suburbs, entertainment area. The western suburbs tend to be deprived in terms of social services and the population finds employment mainly in manufacturing industries; the affluent suburbs are pleasantly situated and have little involvement with industry; of the eastern suburbs, people in the 'sand-belt' area are struggling with mortgages and economic problems; other broad blocks can be omitted as being transitional areas.

The highest rates of suicide for females are in the inner suburbs, perhaps a result of isolation in flats and boarding houses (10.3 per cent in 1970-80); for young males, the highest rates (surprisingly) are in the affluent/respectable areas (20.8 per cent). The paper goes on to look at some previous research which indicates that a critical point of adolescence involves the 'engagement/disengagement' from the family in modes that may be 'binding' (when the family tries excessively to keep the child witnin the family nexus); expelling (when the child is no longer wanted); 'delegating'.

The 'bound' males and the 'expelled' females may be the groups at risk of suicide, suggesting that in areas of high suicide rate there is likely to be an excessive number of young women living apart from their families, as indeed occurs in Melbourne inner suburbs and round St Kilda.

Unemployment is likely to be a factor in the recent rise in suicide of men between 20 and 24, because the largest increase is found in manufacturing areas. There is also a significant correlation between the unemployment and suicide rates in the group of 15-19 year old males, though the correlation does not necessarily indicate a causal connection. Furthermore, no rise is shown in the Melbourne figures in the mid-1970s when unemployment first became a significant problem.

Adolescent suicide is a complex phenomenon which may well differ in its dynamics from adult suicide. The impact of social and family factors might be greater than that of biological make-up. The authors regard the influence of the peer group as both a critical and neglected element. Another important factor is the role of hostility, which is probably more clearly defined in adolescents than it is in adults.

* Department of Psychiatry, University of Sydney

** Editor: Dr Murray Williams, Canberra CAE Health Service, P.O. Box 1, Belconnen, A.C.T. 2616

AINLEY, John and Margaret BATTEN 83/A8/109#

Secondary School Retention Project. A Proposal. Working Paper 1/83. Hawthorn, Victoria: ACER, 1983 [mimeo: 9p.]

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This study is directed to exploring why some students remain to complete secondary school, and why schools themselves vary in their capacity to retain students to Year 12. It focuses on whether school factors influence the decision of young people to remain at school by comparison with external factors such as the family and local economic and labour market conditions. Its major purpose, however, is to explore the school factors which may influence retention rates.

Examination of recent local empirical studies (such as that by Williams et al. B102) indicate a number of out-of-school factors associated with decisions to leave or stay at school: socio-economic status, migrancy and sex. There is also some evidence to suggest that school organisation and curriculum may also be influential, but it is likely that school factors are complex and inter-related, and need to be examined by in-depth study.

The 10-12 schools selected are drawn from schools which exhibit a wide range of 'adjusted' retention rates after allowing for the general effect of the social characteristics of the schools intake; schools in which there is sudden significant increase in retention rate; schools in which the retention rate appears to fluctuate from year to year. The study uses the Quality of School Life Questionnaire developed by ACER in the study of perceptions of Quality of School Life (Abstract B94). The study is being undertaken during 1983 and a report will be published early in 1984.

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AUSTRALIA. COMMONWEALTH DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS. STATISTICS UNIT 83/AB/110

. Projections of School Enrolments and Projection Method. Statistical Monograph No. 2. Seventh Edition. Canberra: DEYA, August 1983 [24p.]

. Apparent Grade Retention Rates and Age Participation Rates. Statistical Monograph No. 3. Seventh Edition. Canberra: DEYA September 1983 [18p.]

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See Abstract 83/B:29. A new edition of Monograph No. 1 (School Leavers) will be produced soon.

* * * * *

TEESE, Richard 83/AB/111

The Growth and Decline of the Victorian Government Secondary School, 1954-81. Melbourne Working Papers 4, 1982/83. Melbourne, Victoria: Sociology Research Group in Cultural and Educational Studies, Department of Education, University of Melbourne, 1983 [p.126-210]

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The purpose of this paper is to describe the changes which have taken place in school participation associated with the onset of recession in 1974 and with other factors (such as policy decisions); to present these changes in the wider historical frame of enrolment changes in the post-war period as a whole. The paper focuses on Victoria and uses annual school census figures and ABS population estimates together with census information to define social status of areas.

The paper begins with a brief overview of trends in participation rates in post-compulsory schooling and in higher education, noting the decline since the mid-1970s, particularly for males. Explanations of the changing trends vary and causes are likely to be complex, but any interpretation must recognise the changes in the nature of Australian schooling since the 1970s which have been described as a process of 'privatisation'. Government funding policies have made educational participation increasingly depend on private resources, at the same time as evidence has accumulated on the greater vulnerability of lower status children to early leaving and unemployment. Considering the Victorian pattern, the main concern of the paper lies in documenting the distributional effects of the trends.

An overview of Victorian enrolment trends since 1954 indicates three main periods: rapid expansion during the 1950s; continuous but more moderate growth from 1960-68; a period when growth levels off and ceases. Section 2 considers how aggregate growth has been distributed over the three periods by sex and sector. In this, Victorian data reflect national trends showing that a decline in participation had begun before the onset of recession, but not uniformly for all demographic groups. Girls aged 16-17 were not or less affected, continuing a long-term post-war trend for greater female participation in schooling. But the data also indicate the influence of class as well as sex.

The general trends cover differences in sector participation in post-compulsory schooling, and Section 3 traces the trends in government, Catholic and non-Catholic private schools through the three periods identified, showing the rapid growth in the last of these sectors in the decade since government funding began. At the same time, the expansion of government systems in the post-war period could be seen as a threat to what had been the socially exclusive preserve of higher education for the 'traditional users'. Post-compulsory schooling had become the site of competing demands of civil and political organisation.

Section 4 reviews the balance of ages in the three sectors. In 1954, private non-Catholic schools had a larger teenage component in percentage terms than did either the government or Catholic sectors nearly thirty years later, and to this they have added as much again in percentage terms as the other sectors have done. With nearly a third of their students in post-compulsory years, non-Catholic private schools remain the sector most closely connected with academic selection. This effect has been encouraged

by policies of funding private schools which have altered the pattern of school use in favour of consumers of private education and restored the pre-1960s pattern in which students transferred to private schooling at the end of primary school. Public comment on the comparative value of public and private schooling and the retention of all their traditional freedoms by private schools have also affected user and non-user perceptions of the status of the various sectors of schooling. Moreover, the changes have consolidated the power of the strongest users of the school system by restoring to them control over the regulatory instruments governing transition to higher education.

Reviewing the social distribution of the trend away from school, Section 6 shows that the decline in State retention rates since 1977 has had its source in the government sector which reached a high point for recruitment to Year 12 in 1976 and has since declined steadily. Retention rates in Catholic schools have risen almost continuously since 1963. Private non-Catholic schools attained their present Year 12 capacity more than a decade ago on the basis of the new funding arrangements and have maintained their numbers despite the general decline in enrolments in Year 12 in the last few years. Their Year 7 enrolments have also continued to grow (against the general trend rate). Patterns for girls reflect these trends. Thus the sector which, regardless of sex, has shown the greatest vulnerability to economic and political pressures in recent years has been the government school sector. Within the government school sector, the decline in school participation has been most marked in areas of low socio-economic status. Their relativities with high status areas have worsened recently.

Summing up the analysis in the paper, the concluding Section 7 comments that private schools in Australia have historically dominated all levels of post-compulsory schooling, largely because they have, through a network of civil and political organisations, managed to retain control of who should be admitted to higher education and on what conditions. Thus popular access to academic higher education could only go so far. The funding policies of the 1970s onwards have entrenched this control. The government system has meanwhile fallen on hard times, and the most vulnerable are the weakest. Maximisation of the power of the strongest has been one result of the funding policies adopted since the 1960s.

The paper is supported throughout by tables and graphs and more detailed information is contained in appendices.

COVENTRY G.F.A., H.M. PRAETZ, B. CRAMER, R.C. COOKE and J. VINALL

Longitudinal Study of Young People in Victoria 83/AB/112*

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INSTITUTION Victorian Institute of Secondary Education

DATE 1980 ongoing

PLACE Victoria

This project aims to collate, collect and maintain comprehensive demographic and statistical information about young people in Victoria aged 15-19 years and the pathways which they follow. Special attention will be paid to the educational provision for Year 11 and Year 12, including courses offered, organisational arrangements and credentialling procedures. Participation in post-secondary education and training, full and part-time employment and associated training opportunities and unemployment will also be described. It is hoped that a coherent picture of the participation of young people over the age of 15 in education, work and unemployment will result, which could form the basis for the analysis and formulation of policy on post-compulsory education and training in Victoria. Where possible, data will show males and females separately over a 5-year period.

The project is in three parts:

- a broad analysis of the Victorian population aged 15-19 years, showing numbers and percentages in full-time secondary and post-secondary education; part-time education; full-time work classified according to associated further training opportunities; part-time employment; unemployment
- an overview of the educational provision in Years 11-12, showing numbers and percentages of students according to type of institution, courses studied, credentials awarded and regional location. Consideration will be given to the number and destination of early school leavers
- a discussion of the sources, strengths and weaknesses of the data available. Some recommendations for information maintenance will be made.

The study began in 1980 when respondents were aged 14 years. Data have been collected in 1981 and in February 1983. 2,304 students in 25 schools are involved. Analysis of data is underway and reports will be published in due course.

PRAETZ, Helen 83/AB/113

Education and Employment: patterns of participation of Victorian 15-19 year olds. Working Paper. Melbourne, Victoria: Victorian Institute of Secondary Education, 1983 [36p.]

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The purpose of this study is to provide up-to-date and comprehensive information about the activities of the 15-19 year old age group in Victoria. Using existing statistical information from a variety of sources, the study has attempted to map the involvement in education and the labour market of the whole cohort in 1981 and 1982.

The first section of the paper deals with Participation in Education and Training. Current definitions of education participation do not give an accurate picture of such participation in that they ignore the special effects of technical schools in Victoria and other factors such as transfers between school sectors and grade repeating; they do not take account of the many young people studying full-time at institutions other than universities, TAFE and CAE (business colleges, computer companies, receptionist training centres); they classify those involved in courses combining study and on-the-job training as being employed (apprentices, nurses, police and armed services recruits). This study includes in its scope all of these together with those in the age group participating part-time in education, training and TAFE further education courses.

On these criteria over 61 per cent of 15-19 year olds are involved in full-time education and training in Victoria. The paper, in text, tables and bar-graphs, provides detailed information on where they are being educated/trained; female participation; year of age participation. It shows that male and female participation patterns are markedly different at all age levels; greater numbers of females participated in schools, CAEs, nursing, business courses, while greater numbers of males participated in apprenticeships and universities. The participation of males overall was markedly greater than that of females.

Discussing participation in the labour force, the paper makes the point that less information is readily available in this area than in education participation. The ABS definition of 'employed' as working one or more hours per week obscures the overlap between education and labour force participation. An investigation into this overlap is in progress. The available data indicate that employed teenagers are concentrated largely in trades, production and process industries, labouring, clerical and sales occupations; unemployment bears more heavily on females than on males; high job turnover contributes to the youth unemployment rate, but a small group of young people are unemployed for prolonged periods.

Social policies must be based on proper understanding of the ways in which young people move between education, work and unemployment, and available data are inadequate to provide this understanding. In particular, the situation of 9.2 per cent of 15-25 year-olds nationally who drop out of both education and the workforce needs to be examined. Also, those young people who are both in education and in work or looking for work need further study. An Appendix to the Report describes the data used and discusses some of its problems; in particular, comparability and comparison within Australia as well as with overseas countries.

ROWLAND, D.T. 83/AB/114

Population and Educational Planning. The Demographic Context of Changing School Enrolments in Australian Cities. Education Research and Development Committee Report No. 36. Canberra: AGPS, 1983 [211p.: $10.80]

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This study aims to provide an overview of the demographic context in which educational planners are making decisions about the opening and closure of schools in Australian capital cities. Recent major changes in annual births, overseas migration gains and population distribution have contributed to uncertainty in educational planning and enrolments can no longer be predicted on the basis of either the growth of the 1950-60s nor the decline of the 1970s. Moreover, it is essential to distinguish, as this study seeks to do, between enduring trends and temporary changes in order to identify the expected major developments of the 1980s. The study focuses on a number of factors which have a particular bearing on the spatial distribution of families and hence on the provision of schools. These are: the slowing of suburban growth and the spread of population decline within cities; fertility decline common to all parts of metropolitan areas; the diversification of the life cycle composition of local government area populations; the pervasiveness of residential mobility.

The first chapter of the report reviews national demographic trends affecting pupil numbers. Demographic ageing caused by fertility decline can be expected to continue, producing gradual population change in the form of a rise in the proportion of older age groups and a levelling of the numbers in each age group. However, variations in factors such as timing and spacing of births and economic/industrial conditions affect annual birth numbers and produce peaks and troughs which, transmitted through time, affect the potential school population in different ways in different areas. These variations were smaller in each State between 1976 and 1979 than they were earlier, so that in the early 1980s annual variations in the numbers of children beginning primary school are likely to be lower than during the later 1970s. School enrolments also depend on participation rates which, owing to a number of educational, social and economic factors, were rising nationally to the 1970s. However, the national trends cover considerable differences between States and also between socio-economic groups. Prediction of school enrolments is further affected by alterations in the spatial distribution of the population arising from inter- or intra-State migration or regional population growth, so that new schools may be needed in some areas while they are being closed in others. Given the variety of factors influencing school enrolments and the uncertainties of prediction, it is essential that educational planners be kept informed of new developments by information such as annual bulletins of sub-national population projections which could provide figures for a metropolitan area as a whole and allow related projections for localities within the city. The uncertainty of projections also requires a flexible approach to planning school provision: establishing a range of possible enrolments and planning for the contingencies of the extremes.

Against this background of national trends and the factors which influence school enrolments, the next three chapters of the report examine changes in the six State capitals and Canberra from the perspectives of

population growth and decline, age composition and residential mobility. This analysis indicates that changes in population composition rather than metropolitan growth rates had a major impact on population increase and decrease in Local Government Areas (LGAs), and, of the population changes, the most important was the maturing of the large post-war 'baby boom' generation which, by low fertility rates and movement away from areas lived in as children, affected patterns and levels of school enrolment.

Study of age composition in relation to city areas indicates some change in earlier patterns of development where child-rearing families tended to live at a distance from city centres. In Sydney particularly but also in other cities, there is a greater mixing of people at all life cycle stages. This seems to be due mainly to smaller families and to the fact that lower national population growth has reduced pressures for metropolitan expansion at a time when houses formerly occupied by parents are becoming available for resettlement. Older schools can benefit from this trend provided government policies encourage better use of existing housing stock. Replacement through migration exchanges is a mechanism curbing population decline and enhancing growth; but it can cause ageing or rejuvenation as well as the diversification of life cycle characteristics. Rejuvenation or diversification depends on the volume of movement in relation to the size of the receiving population. Inward movement of families tends to rejuvenate small populations and diversify large ones. Such movement inevitably has considerable effects on school enrolments.

Summing up the implications of the analysis, Chapter 5 identifies four developments as particularly important for the provision of metropolitan schools in the 1980s: the maturing of the baby boom generation; the widening extent of population decline in metropolitan areas; the diversification of metropolitan age structures; the widespread impact of residential mobility. Each of these is discussed in an overview of the demographic context of changing school enrolments and as a basis on which to discuss the better use of population data in educational planning. The chapter goes on to describe a methodology for the derivation of small area projections, flexible enough to permit the use of local knowledge through the selection of different assumptions for different places. The chapter includes the application of the methodology to a Sydney example. The seventy-seven pages of the Appendix are intended as a resource to assist in the selection of appropriate assumptions in projecting local government area populations.

The preparation of projections is never a mere statistical exercise, since the choice of projection assumptions must be founded on information about demographic processes and the influences upon them, but the smaller the area the more detailed the information must be. A consistent set of small area projections based on the quinquennial population census could provide a better basis for longer term decisions about opening and closure of schools as well as about other community services. Full use should also be made of available information on population dynamics, including migration. In projecting the demand for schools, a key requirement is to be able to define the limits of uncertainty - the range of possibles. An object of this study has been to assist in the definition of such limits by providing information on changes through time and variations from place to place in demographic structures and processes.

BURKE, Gerald 83/AB/115

Teacher Supply and Demand: Planning for Uncertainty. Revised version of a paper presented to the 12th Annual Conference of the South Pacific Association of Teacher Education, Frankston (Victoria) 6-9 July 1982. Clayton, Victoria: Faculty of Education, Monash University, October 1982 [mimeo: 21p.]

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Projections of teacher supply and demand have been prepared mainly as information for employers in forming recruitment policies and for tertiary authorities determining intake quotas for courses, although they are also used for careers advice for students. Errors in such projections are often very large, arising from unexpected/unpredictable changes in key factors such as teacher loss rates and staffing ratios. Even if data and methodology were improved and estimates revised annually, considerable uncertainty would remain inevitable.

Tertiary authorities, if they wish to improve the match between supply and demand, will need to take account of the likelihood of large projection error. High and low estimates of demand should also allow for a wide range of possible changes in key variables. Even so, a good case can be made for aiming not at the middle of the range of demand estimates but at the higher end. The cost of oversupply of teachers could be considered moderate compared with the cost of a shortage. There are various measures suggested in the paper for improving flexibility which would allow some teacher graduates to seek non-teaching employment and teacher employers to adjust their demands to the supply.

Section 2 of the paper reviews recent evidence to show that the size of projection error for the key elements of demand (enrolments, staffing ratios, teacher loss rates) can be very large. This is particularly so for secondary education where the effects of somewhat higher retention rates (to Years 10 and 11) and increased overseas migration imply the need for 3,600 more teachers than estimated for 1985. New policies on pupil-teacher ratios in Victoria are likely also to increase demand, as are higher teacher loss rates and planned improvements in secondary staffing standards. Supply projections are also difficult in regard to both new graduates and re-entering teachers.

In Section 3, the paper argues the need to use upper estimates of projections, given previous under-estimates which have been due to higher levels of birth, of migration and of school retention rates. In addition, the effects of unemployment and the possibility of more liberal financial support for students are likely to affect demand for teachers, as are a number of other unpredictable factors. Upper estimates of demand should therefore project something more than the average 0.8 per cent per annum allowed by the Tertiary Education Commission in its 1981 report. This may be difficult in view of the fact that most estimates of demand originate in State education departments which may be unwilling to consider the possibility of changes to current policies which determine the demand for teachers.

The net costs to the community of improving student assistance and expanding employment for teachers (which would stimulate total student enrolments in post-compulsory education) are probably slight in a period of high unemployment and would be offset by the benefits of a more educated, less alienated and in the long term more economically productive community.

ROSS, Kenneth N. 83/AB/116

Social Area Indicators of Educational Need. A study of the use of Census descriptions of school neighbourhoods in guiding decisions concerning the allocation of resources to educationally disadvantaged schools in Australia. ACER Research Monograph No. 20. Hawthorn, Victoria: ACER, 1983 [213p.: $15.00]

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Education is often seen as a means of achieving goals of social reform, of greater social equality. Many education programs in Australia, as in overseas countries such as the U.S., are accordingly directed towards improving access to educational opportunity. Yet there have been difficulties in finding ways of distributing resources so as to ensure that the schools and students who actually need the resources are the ones who benefit. There has, for example, been no research into this aspect of the Disadvantaged Schools Program in Australia.

The main aim of this study was to develop, validate and describe the properties of a national indicator of educational need which could be used in allocating resources to educationally disadvantaged schools in Australia.

Chapter 2 reviews the techniques which have been used in Australia to allocate resources, indicating the lack of consistency across school systems and of validity in criteria used. In Chapter 3, the problems of achieving precision in the allocation of resources are discussed. A theoretical model to estimate precision is outlined and applied to international examples to show that the use of schools as the unit of funding may produce substantial differences in precision depending on the homogeneity or variations among students in the schools. On this basis, Chapters 4 to 10 describe the design of the study, the data preparation and the development, analysis and operation of the indicators.

The data used in the study were drawn from two sources: data describing a wide range of student characteristics (literary/numeracy test scores, home background, etc.) which were collected from national samples of 6,000 ten-year-old and 6,000 fourteen-year-old students; census data describing the characteristics of the Census Collector's District in which each of the sample members lived. The linking and analysis of these data provided a highly detailed profile of the neighbourhood of each school together with a comprehensive description of each school's 'output' based on the means of the student characteristic data. The national indicator of educational need was constructed using scores on a word knowledge test as a criterion. Testing of the indicator established it as fairly reliable in a range of situations and further analysis showed the associated importance of socio-economic status (SES), ethnicity and family living arrangements as characteristics of neighbourhoods round disadvantaged schools. Such neighbourhoods tend to have high concentrations of persons with low SES, with English language and communication difficulties and with single parent or other non-traditional family patterns.

The report concludes that the study has developed an indicator which could effectively guide the distribution of resources to disadvantaged schools and to those students most in need of assistance.

83/AB/117

. AINLEY, John, John P. KEEVES, Phillip McKENZIE and Andrew STURMAN

Resource Allocation in the Government Schools of Australia and New Zealand. A Summary of the Reports of the Staffing and Resources Study. ACER Research Monograph No. 15. Hawthorn, Victoria: ACER, 1982 [56p.: $6.00]

. McKENZIE, Phillip and John P. KEEVES

Eight Education Systems: Resource Allocation Policies in the Government School Systems of Australia and New Zealand. Staffing and Resources Study Report No. 1. ACER Research Monograph No. 16. Hawthorn, Victoria: ACER, 1982 [210p.: $14.00]

. AINLEY, John

Six Hundred Schools: A Study of Resources in Australian and New Zealand Schools. Staffing and Resources Study Report No. 2. ACER Research Monograph No. 17. Hawthorn, Victoria: ACER, 1982 [210p.: $14.00]

. STURMAN, Andrew

Patterns of School Organisation: Resources and Responses in Sixteen Schools. Staffing and Resources Study Report No. 3. ACER Research Monograph No. 18. Hawthorn, Victoria: ACER, 1982 [278p.: $16.00]

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The ACER Staffing and Resources Study was commissioned by the Australian Education Council as an investigation of the allocation of staff and resources to government schools in each Australian State, the ACT and New Zealand. It was asked to examine existing policies, procedures and trends relating to the allocation of staff and resources; identify problems and measures being taken to overcome them; review new developments and alternative arrangements for staffing; recommend appropriate field studies or action research projects which school systems could carry out and which would try out creative and practical ways of reorganising staff at the school level; develop proposals for the future direction of policies and procedures. In addition, the study was concerned with nine other issues: the balance between primary and secondary staffing allocations; the determination of staffing formulas; alternative methods of staffing in the use of aides, specialists, ancillary staff, part-time teachers; teacher workload and non-contact time; flexibility in deploying staff within schools; implications for staffing policy of various philosophies and methodologies of teaching; effects of alternative staffing arrangements; system awareness of and responsiveness to the needs of individual schools, and regionalism and staff allocation principles and procedures.

The study examined the issues of staffing and resources at two levels: of school systems and of schools themselves. Report No. 1 is concerned with the systems policies for the allocation of staff and resources to schools. It is based on papers written during 1980 by each of the participating systems according to agreed guidelines, together with material from other sources. The study was undertaken in a period of considerable uncertainty for government schooling, arising partly from the financial context and partly from the widening expectations of schooling and the debate about its purposes and directions. The broadening expectations of schooling have implications for the types of tasks performed by the school; the ways they are performed and the ways educational decisions are reached.

The Report goes on to discuss the changing structures of education, particularly during the 1970s, involving autonomy for teachers colleges; the growth of TAFE; delegation of responsibility for administration of schools to regional offices; increased devolution of responsibility to schools, principals and staffs and in some places to school councils for curricula and some parts of administration. Chapter 3 provides an overview of school size, structure and types; it discusses age of entry and leaving, school retention rates and distribution of students in different types of schools. Staffing is the subject of Chapter 4. It covers numbers of teachers and other staff; changing staff-student ratios; structures of the teaching service; age distribution and teacher retention rates. Chapter 5 describes the means by which teachers and other staff are allocated to schools and the formulas which determine their allocation. In Chapter 6, the operating costs of government schools are discussed; in particular, the measurement of school costs; cost implications of size and type of school and of changing enrolment patterns. The final Chapter 7 considers some policy options, placing the preceding discussion in the context of pressures for change.

Pressures for change arise both externally (from community expectations, government policies, demographic patterns) and internally (from teachers, parents and students). Both kinds of pressure indicate a broadening of the range of individuals and groups wanting to be involved in education policy formation, which in turn is an expression of increasing interdependence between education and the society. The achievement of policy goals will be made easier if the policy and practice evolve from a debate which involves teachers, parents, students and the education community. The chapter identifies five guiding principles for change, involving devolution, decentralisation and democratisation of decision-making; a recognition of differing and changing needs of students; flexible administrative structures and processes to respond to changing circumstances. It discusses the issues of co-ordination of different sectors of education and of identifying the appropriate levels at which particular decisions are most effectively taken. It suggests a new 'basket of resources' approach to allocation of resources to schools which would allow them to determine the kinds and levels of teachers they need and which could be allied with powers of selection (but not employment) of staff. It also argues for a process, Prospective Review of Schools, by which a school could conduct both a retrospective examination of its past program and a planning for the future.

Report No. 2 examines the patterns of availability and use of staffing resources in a sample of government schools in Australia and New Zealand. It is based on the 657 responses to a survey questionnaire sent to a sample of 758 schools. Chapter 2 gives detail of the way the survey was conducted, as well as brief sketches of some selected features of schools, highlighting general issues; for example, sub-schools, school-based decision-making, resource sharing, ability grouping, team teaching, non-contact time.

Chapter 3 focuses on the resources available for schools, particularly teaching staff. It finds that the numbers of teaching staff in schools are closely related to enrolments, though there is some small variation in secondary schools. On the whole teachers are allocated according to formula with little discretionary allocation above the base. There seems to be greater recognition of local school requirements in provision of support staff. The detailed examination of overall staffing tends to support the notion that individual schools should have greater authority in determining the type of staff appointed to them.

Chapter 4 is concerned with school structures and discusses these in two categories: policy-formulation and policy-implementation. Policy-formulation structures are classed as either extra-professional or professional depending on whether or not they involved participants other than teachers; policy-implementation can be divided into teaching and curriculum structures. The differing practices in different areas in relation to the formulation and implementation of policy are outlined. School structures are important indicating influences on the ways in which resources are allocated within schools.

Resource allocation in schools is the subject of Chapter 5. It describes the methodology used to estimate and compare the allocation of resources, particularly teaching staff, within schools. The chapter argues that schools have some choice in the way they use their resources, albeit a restricted one; and suggests that there is no single most appropriate allocation. It illustrates the types of choices made by schools and the contending priorities.

The final chapter draws together the threads of the discussion, arguing that the complex network of resource allocation needs to be understood in terms of purposes, circumstances and structures as well as in terms of ratios and class sizes. Policies for staffing schools need to take greater account of this complexity than they do at present. It is not simply a matter of balancing numbers.

Report No. 3 examines the responses of sixteen specially selected schools in order to document the extent to which the experiences of these schools can offer guidelines to other schools and to education departments on resource deployment and internal school organisation. Chapters 2 and 3 discuss the conceptual framework of the study and the methodology of case study research.

The schools chosen, exemplifying different sizes, types and staffing structures, are described briefly in Chapter 5. Chapter 6 discusses the patterns of grouping of students and teachers in the schools and Chapter 7, the allocation of teacher time. Chapter 8 examines the use made of ancillary staff, students, parents and community in the operation of the school program. Chapters 9-11 discuss the teaching programs in the schools, the policy determination processes and some alternative school organisations. The final Chapter 12 draws together the discussion of the previous chapters so as to offer some policy options for consideration.

The concept of equity in provision makes resource allocation easier to administer and reduces ill-feeling, but it does mean that too little attention is paid to special needs, particularly in areas such as subject guidance, student counselling and administration. Small schools tend to suffer more from formula based staffing than do larger schools. The case study evidence also suggests that schools, through locally appointed boards or councils, should have greater voice in appointment of staff. Other issues raised include re-thinking school structures to provide for senior students and even for adults and recurrent education. Community and secondary colleges are only two possible responses to be considered.

School-community contact is shown in the studies to be closer in primary than in secondary schools and the question is raised of the problems and benefits of such contact and the ways of generating it. The chapter also summarises briefly issues of resource allocation and the policy formulation and implementation in schools.

A summary of the three reports is contained in Monograph No. 15, and a still briefer outline in ACER Newsletter No. 47, March 1983.

KEMMIS, Stephen, Peter COLE and Dahle SUGGETT 83/AB/118

Towards the Socially Critical School. Orientations to curriculum and transition. Melbourne, Victoria: Victorian Institute of Secondary Education, 1983 [56p.]

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This report, compiled by the three authors on behalf of the Joint Working Party on Curriculum and Transition, has been published as a contribution to the ongoing debate about the curriculum of secondary schools and the transition of students from school to the adult world. It examines 'transition education' by exploring three different approaches to curriculum: the vocational/neo-classical, the liberal/progressive and the socially critical. Each of these implies different views of knowledge adopted by the school and expressed in such aspects as teacher-student relationships, assessments, the school community.

The report begins with an examination of the rhetoric and concepts of 'transition education', pointing out the importance of 'labels' in not only defining issues but also implying solutions. Often, the labels are part of centrally determined policies imposing particular perspectives rather than encouraging schools to identify and work through the issues for themselves. 'Transition' was of this kind, encouraging beliefs that the issues were marginal rather than structural. As a result, many transition programs became peripheral to the school and its central purposes and responsibilities. In other cases, however, schools have realised that 'transition' in fact raises fundamental issues about the nature of education and of the society and about the relationships between the two. The 'transition' problem is, in fact, a problem inherent in the nature of institutionalised schooling, as it has developed since the 1830s, serving the interests of the labour market, yet essentially separated from the changing society. The chapter goes on to outline the ways in which 'the separate school' has been preserved.

Chapter 2 considers the relationship between educational and social principles as they are expressed in the three orientations to curriculum. The vocational/neo-classical orientation, stemming from a view of the world as hierarchically ordered, sees education as a preparation for work and a selection of students for different kinds and levels of work. The liberal/progressive orientation, seeing society as in need of reform, aims to bring this about by the development of autonomous future citizens who will, as individuals, participate in improving the society. The socially critical orientation believes that social improvement requires collective action capable of confronting unjust and irrational social structures. Education must therefore develop the power of constructively critical thinking, not just in individuals but in group processes. The chapter develops the differences between the three orientations in the form of a matrix which outlines the differing stances on eighteen topics such as knowledge, desired student outcomes, student learning roles.

The key images of the socially critical school are elaborated in Chapter 3, based on the concept of the school as a community within a community. Its key elements are: its notion of community, including the learning community; its collaborative character; its use of negotiation and its aim of critical self-reflection. The implications of these are discussed at the levels of classroom practice, the whole school and school-community relations. Becoming a socially critical school is a process

which must be initiated and then developed and sustained by observing and analysing its progress in being critical. The school is therefore a research community, using action research as its 'method'; collaborative research for improving its own practices, understandings and situation.

In Chapter 4, some strategies for change are outlined, beginning with reflection on the three orientations and their dominant concerns, and then using school-based in-service education, school reviews and consultancy to help develop the process.

The concept of the socially critical school is founded on the recognition of the school as an integral part of its community. A central task of such a school is the awakening of a critical consciousness capable of identifying how things came to be as they are and how they might be different and better. Participation and collaboration in decision-making are matters of principle.

Appendix 1 provides reading lists under nine headings, to serve as possible starting points for critical reflection within schools. Appendix 2 illustrates and develops some of the main ideas of the three orientations by means of hypothetical interviews with advocates of each covering topics such as the meaning of curriculum, the role of the student, school organisation and structures.

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NOVICK, Don 83/AB/119

Portraits from an Institution. A study of secondary schooling. Adelaide, S.A.: Education Department, 1981 [71p.]

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This book, by focusing on one suburban high school, Lexington Valley High School (so-called), attempts to give insights not only into this institution but into secondary education generally. In doing so, it hopes to help parents and others to understand something of education today and to remove some of the preconceptions which are based on often inaccurate recollections of adults' own days. The book is in three parts: the school, student interviews and the high school - then and now. Each part is a record of interviews between the writer and the students and teachers in the school. Part 4, An Appreciation, reviews and interprets the recorded observations and interviews, discussing what the school was and probably still is and what it could become.

Relationships between students and teachers in the school are based on a taken-for-granted hierarchy in which pupils are inferior. This may be resented and rebelled against, but is not seriously questioned. Reinforcing the relationships are the structures and processes of the school such as vertical organisation, batch processing of students, future reward orientation, dependence on rules and regulations. These form the learning environment of the school. Yet there is scope for and the actuality of change and adaptability. The school keeps going, balancing, counter-balancing, never arriving, and is as mindful of its progress and process as it chooses to be. This book attempts to increase the mindfulness.

MEADE, Phil 83/AB/120

The Educational Experience of Sydney High School Students. A Comparative study of migrant students of non-English-speaking origin and students whose parents were born in an English-speaking country. Report No. 3. Canberra: AGPS, 1983 [199p.]

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This is the third report on a longitudinal study carried out between 1974 and 1978 (see Annotated Bibliography A2, Abstract B37). The report draws on data on the educational experience of 3,043 Sydney high school students from 16 schools, representing 11 per cent of all Grade 9 students attending State schools in Sydney in 1974. Information was obtained from those students who stayed at school over a three-year period and from as many as possible of the 1,715 students who left school before the end of Grade 11. In 1975, 690 parents of students in the study were interviewed and in 1976 information was obtained by questionnaire from 637 teachers. Early in 1978, Higher School Certificate (HSC) data were recorded. Details of the theoretical orientations, the sample and the method are given in Chapter 2 of the report.

Chapter 3 discusses family interests and social experience, covering leisure interests, family communication and networks, and student attitudes. In Chapter 4, the educational and occupational aspirations of students and their families are dealt with, as well as major sources of influence on these. Chapter 5 examines the accreditation levels, measures of intellectual abilities and aptitudes and the school performance of students in terms of sex, SES and ethnicity. Chapter 6 focuses on equality of educational opportunity, dividing the sample into three categories: 'remained to HSC', 'left after SC but before HSC' and 'left before SC', and attempting to relate these outcomes to both individual students and school 'ideology' and processes. The final Chapter 7 provides a summary and discussion. Each chapter contains tables and diagrams, as well as brief profiles of some selected students which provide insights into the statistical material.

The study was concerned to investigate whether or how far students from non English-speaking (NES) backgrounds were disadvantaged by the 'institutional ideology' of the school which used 'brightness' as a measure both for accreditation and for approaches to the education of students. The bright are encouraged to study, learn and aspire high; the 'less bright' are expected to concentrate on basic skills and discouraged from unrealistic educational and occupational goals.

This study, like previous ones, finds that migrant parents and students have high educational aspirations, but it suggests that for the migrant parent the school is less an accrediting agency than a socialising one whose task is to turn their children into Australians. The institutional ideology is a powerful one, exercising a considerable influence on which students remain at school and which leave, and teacher encouragement or otherwise tends to reflect this ideology. The result is that those of lower IQ and SES tend to be rejected. The study also showed considerable divisiveness and intolerance among ES and NES families; the need for extra assistance, counselling and information especially for NES students and the need to involve parents in school affairs.

POWER, Colin 83/AB/121

Satisfaction with High School. Report of a project funded by the Education Research and Development Committee. Bedford Park, S.A.: School of Education, Flinders University of S.A., March 1983 [139p.]

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For most of their history, schools - particularly secondary schools - have been seen as a means of preparing young people for work and through work, for adult life. With high unemployment, the transition from school to a place in the workforce is no longer assured for all students, and this throws into question the basic purposes of secondary schooling. A new consensus must be reached if education is to enrich the lives of young people and satisfy their needs. Yet it is widely held that young people are increasingly becoming dissatisfied with and alienated from schooling. This project is the product of a collective attempt to examine what is meant by satisfaction and alienation and what affects their levels among high school students.

The first three chapters of the report discuss the terms and concepts in some detail, pointing out the need to make explicit the theory of education used in attempting to make sense of satisfaction/dissatisfaction data since this affects judgements made. Attempts to explain variations in student satisfaction involve identifying patterns in human experience, thought and emotion. One way of doing this is to analyse the complex interactions between persons and their environments into smaller more comprehensible components (constructs) and to show how these are inter-related. The complexity of these relationships requires multi-disciplinary if not inter-disciplinary analysis, however difficult such approaches may be. Nor can they be seen as isolated within the school setting, since social structures, policies and trends powerfully affect the internal operation of schools and expectations about schools and, therefore, the levels and directions of student satisfaction. Chapters 2 and 3 discuss in detail the constructs of satisfaction and alienation, reviewing various educational and other theories which affect interpretations.

Chapter 4 provides a historical perspective on alienation, satisfaction and the structure of schooling, discussing the social role of the school in the context and reproduction of inequality; the changing nexus between school and work; the role of intelligence measuring in school organisation; the invention of the adolescent and issues of gender stereotyping and relationships.

Chapter 6 argues the need for interactional explanations of satisfaction and notes the lack of integrative research in the area. It goes on to identify seven structural characteristics which have been found by research to affect attitudes: total organisational size; centralisation of decision-making and authority; configuration (role structures such as span of control, hierarchical levels and communication); formalisation (role definition and structures such as status, channels of communication); specialisation; standardisation (of procedures); interdependence of organisational components. Attempts to apply these concepts in the school setting are difficult in the face of inadequate research, but sufficient evidence is available to suggest that satisfaction is increased by smaller schools (but not smaller classes per se) and by lower degrees of centralisation and complexity. In general terms, bureaucratisation of schools (often felt to be associated with size) is inversely related to satisfaction. Much more work on the effects of organisational characteristics in the school setting is required.

Chapter 6 describes changes in student satisfaction with aspects of schools in S.A. between 1970 and 1980. The 1970 data were derived from a data base collected as part of an international study of science education in 19 countries and from a comparative ACER study of student satisfaction and attitudes in South Australia. Both studies used information from 35 South Australian schools. The 1980 study used thirty schools (including some of the original sample) and obtained data from 2,711 students in Grades 8 to 11 (1,262 males; 1,449 females) selecting 100 students at random from each school. The measures used were selected from those used in the earlier studies and included school and home background factors and student variables. The results indicated that there are fewer very dissatisfied and very satisfied students now and a slight overall rise in satisfaction with school. Relative to other systems, more students in S.A. claim that the only thing they like about school is the opportunity to meet their friends. To a large degree, the findings seem to reflect broader social and economic changes in society as well as changes in educational policy and in the structures and organisation of some schools.

In the final Chapter 7, relationships between changes in schools and changes in student satisfaction and attitudes are examined in the context of school retention rates in Australia. It discusses growing levels of concern to increase participation in education and factors which influence retention rates. The findings of the study indicate that schools with higher retention rates tended to be large metropolitan schools with an academic orientation; that the average levels of parental education and parental encouragement in these schools were high; that the students in these schools were more committed to academic studies. In addition, it was found that school policies and practices, as well as school and student characteristics, do influence student perceptions of school and retention rates.

The key factors in school retention rates are the socio-educational level of the parents and the type (traditions and ethos) of the school, though modifications in school structures and programs may affect student satisfaction with and attitudes to schools. The data suggest that the kinds of changes in school programs currently being introduced for non-academic students are unlikely to have a major impact on school retention rates and may only exacerbate the differences between the academically-oriented schools and the rest. The retention rates in the non-academic schools can be expected to rise only slowly from one generation to the next, though for those who stay in these schools there may be worthwhile educational benefit.

WRAY, Susan and Peter HOULT 83/AB/122

Class of '81. Interviews with 179 young people who were in grade 10 in 1981. Research Study No. 86. Hobart, Tasmania: Research Branch, Education Department of Tasmania, September 1983 [36p.]

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In the circumstances of a declining youth labour market and increasing concern to improve rates of participation in post-compulsory education, this study was undertaken in 1982 to examine retention in a sample of eight urban high schools. The study was in two phases: data collection from existing records and then structured interviews with 179 young people.

Section 1 of this report details the first phase which studied a sample of 1,133 Year 10 students in eight 'average' (neither advantaged nor disadvantaged) schools within commuting distance of technical and secondary colleges. Examination of records divided the students into two groups: those who continued in TAFE/secondary colleges and those who did not. Despite the need for some qualification arising from the method, the results provide a snapshot of one group of Year 10 students and their decisions on further education. The findings, detailed in table form and comments, show that 55.8 per cent of students did not continue their education; 45.5 per cent of girls and 42.7 per cent of boys did continue. Of the 250 students continuing full-time secondary college 57.6 per cent were girls and 42.4 per cent boys. Apprenticeships mainly went to boys. Girls made up 75 per cent of those involved in full-time (clerical/secretarial) and 71 per cent of (non-apprenticeship) part-time technical studies. There was a spread of 11 percentage points between the schools with highest and lowest retention rates.

Section 2 reports on interviews with the selected 102 young people who did not continue education (DNC) and the 78 who did (CFE). The report discusses the methodology and results of the interviews. In attitudes to school, there was little difference between the two groups: the large majority felt positively about their schooling. Negative attitudes were ascribed mainly to relations with teachers and relevance of school to getting a job. Both groups would have liked more information from schools about jobs and how to get them and over 20 per cent of the continuing education group would have liked more information about further education and preparation for it.

Forty-nine per cent of the continuing education group and 47 per cent of the others began to consider their future before Year 9. The two most mentioned sources of advice on future options were careers/transition teachers and relatives. Financial considerations emerged as a considerable factor, affecting 17 per cent of the 'did not continue' group and 6 per cent of the others. Interviews with the unemployed sub-group indicated that being sick of school and wanting to get a job were by far the most important reasons for not continuing. The report also covers a number of other aspects including reactions to transition education, work experience and further study.

The report concludes that for these young people getting a job - almost any job - was central to their thinking and decision-making. Their criteria for judging education related almost solely to its usefulness in obtaining work. The interviews suggest that these young people are intrinsically conservative, pragmatic and work oriented.

CORSON, David* 83/AB/123#

Social Dialect, the Semantic Barrier and Access to Curricular Knowledge. Language in Society (Cambridge/Philadelphia) Vol. 12, No. 2 [p.213-222]

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This paper reports on some ongoing research studies conducted in England and Australia to investigate the theory that there is a semantic barrier in the English lexicon which hinders the users of some social dialects from access to knowledge categories of the school curriculum in their oral and written language and perhaps in cognition as well. The existence of this barrier is a principal cause of school failure for some social dialect users. The central element in the language of scholarship is the prevalence of Graeco-Latin (G-L) words which entered English during the Renaissance. For a variety of reasons this body of vocabulary remains alien to users of former dialects and of poorer classes generally.

The studies, conducted in Yorkshire and North London (England) and Sydney and Wollongong (Australia) focused on 12 and 15 year old children of indigenous upper middle-class and poorer working class backgrounds, and of West Indian, Macedonian, Italian and Portuguese immigrant backgrounds. On the basis of use of G-L words, the study found no oral differences between upper-middle and poorer working class children at age 12, but massive differences at age 15. The former children reveal great development in the use of G-L words both orally and in writing, together with higher levels of complexity in their utterances, while their peers reveal only slight developmental change in oral use.

The articles goes on to discuss factors which reinforce the 'lexical barrier': semantic (the meaning complexity of G-L words); word shape and sound (the incompatability in these between Anglo-Saxon and G-L words); sociological (the division of labour in the society, which reinforces the barrier through its effects on the lifestyle and opportunities of low income groups); psychological (experience, motivation, modelling and habit).

Discussing the educational implications of the lexical barrier, the article makes the point that teachers do make initial evaluations of pupil potential on the basis of language used in performance. Children who can impress with their oral language gain an enduring advantage over others. This advantage is institutionalised when applied in the language of literacy and assessed at external examinations such as the School Certificate and the HSC. Three examples of student writing illustrate some of the points made.

The article concludes with some educational recommendations, emphasising that the proposals are not 'compensatory proposals', but intended for application across the educational institution, for all children.

The evidence from the studies so far confirms that there is a lexical contextual deficit for some social dialect users in the setting of the school. Further studies may reveal that these differences lessen, reverse or disappear outside the school context - or that they may increase.

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SCOTT, William A.* and Ruth SCOTT* 83/AB/124

Normative Influence, Individual Intention, and Behaviour: The Case of High School Attrition. Australian Journal of Psychology, Vol. 34, No. 3, 1982 [p.325-335]

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The purpose of this study was to assess some individual and group determinants of attrition in high schools in the ACT; in particular, the effect of individual intention and of group norms on decisions to leave or stay at school. In 1978, 655 Year 10 students in five Canberra high schools were assessed on intentions in two different settings: 19 formal classes in 3 schools and 31 groups of mutual friends in the other 2 schools. A search of enrolments in 1980 revealed that 69 per cent of the original sample were still at school.

The article describes the methods and measures used and discusses the results. Results indicated that the principal correlate of behaviour was prior intention and this can be judged as fairly strong since the behaviour (staying at school) was assessed more than a year after the stated intent. Compared with this, the impact of group norms was small and occurred only for those students, within groups of above-average solidarity, who intended to drop out of school. Sixty per cent of the intending drop-outs from high solidarity groups remained in school, contrary to their previously stated intentions. However, other factors, such as high ability, might well play a part in decisions to remain at school.

* Psychology Department, ANU, Canberra

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SAHA, Lawrence J. 83/AB/125

Early School Leaving, Vocational Training Programs and Expected Occupational Destinations among Urban Australian Youth. Canberra: Department of Sociology, ANU, 1983 [mimeo: 35p. + appendices]

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This paper reports on a study already described in Abstracts B69 and 83/AB: 58. It reviews some of the research on the relationships between occupational aspirations and expectations and focuses on the determinants of occupational expectations among the sample of urban young people in the study immediately before leaving school in Years 11 and 12. The paper describes the data and the causal model used and discusses the results of the analysis.

The analysis indicates that the predictability and the process of anticipating occupational destinations varies between ethnic and gender categories, suggesting that the progression from school to work is not perceived in the same way by all social groups. As other research has shown, family socio-economic status and (for males) attendance at a private school exercise an important effect on career orientations of school leavers, though there is variation between ethnic groups. Students from higher SES backgrounds tend to stay at school longer and have higher occupational preferences and expectations. Vocational training is

pursued primarily by early school leavers from lower status backgrounds. Vocational training considerably improves expectations for those school leavers who undertake it, compared with those who take no further education.

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HARVEY, Michael J. 83/AB/126

Pupil Careers in the High School: A theoretical and empirical analysis. Unpublished Ph.D thesis, Department of Education, University of Western Australia. Perth, W.A.: School of Education, W.A.C.A.E., Nedlands Campus, 1982

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This study set out to examine the process whereby pupils in a high school are prepared for different educational and occupational futures. It used a questionnaire and semi-structured interviews to obtain information from all students (580) in Years 8, 9, 10 of an inner-suburban high school in Perth, together with a sub-sample of 80 pupils selected on social location and sex. A career-framework applied in a cross-sectional design was used to obtain a picture of the way in which pupils become different as they anticipate and approach different school and out-of-school futures.

The study found that curriculum groups rather than age and sex provide the strongest patterns of identification. The school and occupational future factor is more important for low curriculum groups while confidence and control factors are more important for high curriculum groups. Pupils of low groups have minimum success profiles and have only a limited preference for schooling; in the high groups, pupils have high levels of self-esteem and academic self-image. Liking for further schooling influences the development of occupational preferences.

See also

- HARVEY, Michael J. Pupil Awareness of the Career Pathways and Choice Points in the High School. Paper presented at the 53rd ANZAAS Conference, University of Western Australia, Perth, May 1983 [mimeo: 25p.

- HARVEY, Michael J. Pupil Career Styles in the High School. [Mimeo: 70p.]

MARKHAM, Selby and Ern REEDERS 83/AB/127#

School to Work: Patterns of Job Seeking Behaviour. 3rd Interim Report: May 1982. Melbourne, Victoria: Department of Social Science, Royal Melbourne Institute of Technology, 1983(?) [mimeo: 17p. + appendices]

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This paper reports on the first follow-up of the cohort of Years 10 and 11 Victorian school students surveyed in 1980 in the course of this longitudinal study (see Abstracts B23, 120). In this phase three major activities were carried out: collection of information from the 14 participating schools at which students were still at school; questionnaires (in appropriate forms) to all members of the cohort; interviews with a sample of the Leaver group using a semi-structured interview schedule. This report is concerned with the first two of these activities since the interview data were still being processed.

The paper first discusses a re-analysis of the 1980 data in the light of those who left school (984) and those who remained (1,188). Of those who left 60 per cent were males and 40 per cent females. The 1982 data are discussed under the headings of School Leavers and Those Still at School. Details of the response rates are provided in the text and the three Appendices give information on the Survey Questionnaires, Questionnaire Coding Schedules and Printouts for the major sub-groups in the first follow-up.

The School Leavers are divided into three sub-groups: the working group (229), the unemployed (73) and the studying group (76). Responses for the first group showed that on the whole jobs gained were of lower level than jobs anticipated while the students were at school. Major sources of jobs were: friends/relatives (29 per cent); CES (20 per cent); work experience (12 per cent); other (25 per cent). Information is also given on sex and socio-economic distributions; main influences on getting a job; attitudes to working.

Of the 73 unemployed, 48 per cent had not found a job by the time of the survey; 32 per cent had been employed in one job, 10 per cent in two jobs and the rest in three or more jobs. Of those leaving jobs, 40 per cent had been laid off and 11 per cent had been sacked. Forty-nine per cent of the jobs held had been in sales/service; 24 per cent in unskilled work. Major reasons given for not having a job were: no jobs of the kind wanted; no proper qualifications; jobs too far away; no jobs at the CES. Only 10 per cent of the group had been involved in a program for unemployed youth.

The studying group was made up of 30 per cent taking the Tertiary Orientation Program. Others were doing secretarial and trade/technician courses. The majority were being financed by their families.

There was a 56 per cent response rate (661) from those still at school. Of these 50 per cent expected to be leaving school at the end of 1981; 22 per cent said they were not sure about their destination after school and 5 per cent thought they would be unemployed. There is a marked shift in 1981 so that more students have been unable to state a job they would like to get.

The paper suggests the importance of this kind of longitudinal study to an understanding of job-seeking behaviour and the provision of adequate careers planning and counselling.

REEDERS, Ern 83/AB/128*

Youth in School and Work: Constraint and Opportunity. Paper from SAANZ Conference, Melbourne, August 1983. Melbourne, Victoria: Social Science Department, Royal Melbourne Institute of Technology, 1983 [mimeo: 28p.]

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This paper reports some of the findings of two longitudinal studies of school leavers. The first, a large-scale study begun in 1980, has already been described in Abstracts B23, 120, 83/AB:127. The second study, presently under way, uses qualitative and case study methods with a group of 50 technical school boys in a Melbourne working class suburb. This study arose out of dissatisfaction with the questionnaire techniques of the first study which provided no insight into the context of the responses. The second study has used unstructured group and individual interviews.

Both studies show that school experience is generally alienating. It simultaneously prepares the teenager for the 'commodity labour' needed by capital and lays the basis for resistance to capitalist control of labour.

Most boys at the technical school want to go into trades because they like the tasks involved, though they recognise there will be competition from those with high school credentials. Factory jobs are seen as boring and dead-end; office work as restricting and the professions out of reach. The 'heads/hands' distinction is strong and widely held. School subjects, marks and reports are seen mainly as a means of impressing employers, though 'personality' and experience in part-time work are also seen as important in getting a job.

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FOYSTER, John and Helen PRAETZ 83/AB/129

Students' Views on the HSC Assessment Program - a first sample. Research Paper No. 1. Melbourne, Victoria: Victorian Institute of Secondary Education, 1983 [5p.]

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This report summarises the findings of two surveys of student opinion of HSC assessment practices: the first, distributed to 2,637 students in October 1980 before the introduction of school-based assessment; the second, surveying 2,109 students in October 1981 after the introduction of school-based assessment.

The findings indicate that the students accepted rather than challenged the HSC assessment programs and their role within them. Those who might have questioned or resisted are no longer at school. Students felt under somewhat greater pressure since the introduction of school-based assessments, owing mainly to the timing and frequency of assignments.

ANDERSON, D.S. and A.E. VERVOORN 83/AB/130

Access to Privilege: Patterns of Participation in Australian Post-Secondary Education. Canberra: ANU Press, 1983 [197p.: $15.00]

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This book reviews and synthesises evidence derived from government statistics and the findings of research studies in an attempt to answer the questions: in what ways has the post-secondary student population in Australia been unrepresentative of the general population; which social groups have participated more than their numbers would warrant; is there evidence of change over time in the patterns of participation for various social groups and, if so, in what directions?

For the benefit of readers unfamiliar with Australian education, the preface to the book outlines the development and operation of the three Australian post-secondary sectors: universities, CAEs and TAFE. The introductory Chapter 1 describes the purpose and form of the book, indicates its major conclusions and illustrates with a model showing the contribution which environment and inherited ability make to probability of entry to higher education. The chapter goes on to outline the major research studies in the area, noting that, while a clear conclusion can be drawn that the composition of the student body has been quite select and remarkably stable over the years, the lack of a systematic, consistent method of describing social characteristics makes it more difficult to draw conclusions about participation by particular social groups. The chapter also notes the absence over the years of any research interest in TAFE - a neglect which has paralleled the lack of interest (until quite recently) of politicians, administrators and the public generally. It is also a reflection of the value attaching to the intellectual skills (and the status and material rewards they bring) as opposed to the manual skills.

Chapter 2 examines the trends in and expansion of availability of places in higher education compared with population during this century. The rate of enrolment in higher education currently is between one-fifth and one-quarter of each generation. TAFE has now double the number of students enrolled in higher education. Chapter 3 looks at the age distribution of full-time and part-time students in higher education. Chapters 4-9 are concerned with participation by particular groups: women; students from public and private schools; rural students; students from various ethnic backgrounds; aborigines; students from different socio-economic backgrounds. Chapter 10 examines types and levels of study, looking at the social characteristics of students who study part-time and those who take honours and higher degrees. Chapter 11 deals with TAFE and the social background of TAFE students. Chapter 12 sums up the conclusions drawn from the detailed analysis and discusses some policies which might be considered for distributing more equally the opportunities for higher education. The book includes an extensive reading list and an index for easy reference.

The qualifications of higher education have been and remain highly valued, opening the door as they do to prestigious professions, social status, economic security and positions of leadership. In the pre-war years, such qualifications were generally the preserve of students from affluent and educated families. This analysis finds that these students are still considerably over-represented in higher education proportionate

to their numbers. Despite the very great changes in Australian society since 1945 and the vast expansion of higher education, the social composition of the student body remains largely unchanged. By and large, patterns of participation in higher education today reveal the same social inequalities as those prevalent in the pre-war years and throughout the history of higher education. Such change as has occurred - as, for example, in participation of women - has been the result of changes in social attitudes rather than of action, by universities and CAEs to redress imbalances.

The study shows that the expansion of places in higher education, removal of fees and schemes of financial assistance have not resulted in more equal opportunity for all groups in the society. The growth of numbers in higher education is accounted for by greater participation from the middle-ranking groups in the society. The proportion of students from upper class backgrounds, while slightly reduced, is still six times greater than numbers would warrant. Only in TAFE (streams 1-5) is there a reasonably accurate reflection of the social spectrum of Australian society.

The more detailed analysis of individual chapters amplifies the overall conclusions. Students of low socio-economic background tend to be older than those from better-off families. Often they are students who are seizing a second chance - to whom opportunity was either not available or not considered at the time of leaving school. Hence, mature age students are generally part-time and part-time students are shown to be more likely to come from low socio-economic status families; to be of migrant origin and to have attended a public rather than a private school.

Participation of women in higher education has increased in recent years and is approaching parity with that of males, but the numbers cover uneven distribution across courses, and there is also evidence that prejudices still exist which restrict career opportunities for girls and close the doors to the most prestigious and rewarding studies. Other groups show disadvantage also. Country students participate in higher education at a lower rate than do city students; very few Aborigines ever reach a position where they can realistically consider higher education; ethnic groups vary, some being over-represented in proportion to numbers and others greatly under-represented.

Overall, the analysis leaves little doubt that university students in Australia are, as they always have been, drawn from the higher socio-economic status groups. In addition, the small proportion of students of lower socio-economic background who do get to university tend to be concentrated in faculties of the less prestigious professions such as education, engineering and commerce. School teaching remains, as always, the major avenue of upward mobility for students from working class backgrounds. The social background of CAE students in faculties other than teacher education tends to fall between that of university students and of teacher trainees.

The study argues that any changes which seem to threaten the privileged position of the well-placed will be resisted while higher education remains a scarce and valued commodity. Real change can only occur if, at the same time as instituting measures to get more of the disadvantaged to the starting-gate, there is a corresponding addition to the capacity of the system and remedial measures to ensure more equal participation.

ELSWORTH, Gerald R.* and Neil A. DAY* 83/AB/131

Eligibility and Self-Selection: Discontinuities in Transition to Tertiary Education in Victoria. Australian Journal of Education, Vol. 27, No. 1, 1983 [p.62-77]

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Since the introduction of faculty quotas for university study in the late 1950s and the later development of centralised admission services, the meritocratic model of student selection, based on examination results, has dominated formal processes of selection for and allocation to institutions and courses in tertiary education. The aim of this paper is to use the meritocratic model as a heuristic device to explore the equality of opportunity of various social groups in transition to tertiary education in Victoria. If equality of educational opportunity is conceived as substantive equality access to higher education, the transition of the student is marked by a series of possible discontinuities. The question is whether, at each discontinuity, transition to the next stage is determined by meritocratic effects alone or is influenced by social inequalities. Indicators of these discontinuities include, for example, completion of Year 12, application to a tertiary institution, receipt of an offer, self-selection at enrolment, delayed entry.

This paper extends the analysis of data collected by the authors in a previous survey (83/AB:26) from the focus on self-selection to include the preceding discontinuity, eligibility to enrol. The paper is particularly concerned with two major sources of inequality: sex and rural-urban home location. The paper discusses data sources and methods of analysis, information on which students continue on to higher education in Victoria and a causal model of transition to tertiary study.

In the concluding discussion, the writers make the point that, contrary to persistent beliefs, the post-war expansion of higher education was associated with only a small increase in the availability of tertiary education to working class youth. This disadvantage of working class youth has been well established in research. Disadvantages associated with sex and home location have been less thoroughly explored and may change over time. These, plus school attended, are sources of inequality.

Of the three, type of school attended appears from the analysis to be the most important influence affecting eligibility and self-selection. Sex and home location are smaller influences, roughly equal in their effects, although patterns of mediation differ sharply. Nine-tenths of the disadvantage suffered by girls is from self-selection after the offer of a place has been made. Rural students are advantaged in eligibility but disadvantaged in self-selection, influence being exerted by the perceived costs of tertiary study for country youth. In terms of total effects, meritocratic influences are roughly five times more powerful than group inequalities on eligibility but only about one and a half times more powerful when acting on self-selection. Thus the group inequalities are smaller than individual achievement in their effects. However, the model does not take into account other aspects of inequality and family size which might well alter the relationship between group and individual inequalities. What is important is that group inequalities in transition to tertiary education in Victoria do exist and that, in absolute terms, they appear to be reasonably substantial.

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HOUSTON, Stewart 83/AB/132

Higher Education Management: A Federal View. Paper presented at the 1983 Workshop of the Institute for Higher Education, University of New England, NSW, July 1983. Canberra: Commonwealth Tertiary Education Commission, 1983 [mimeo: 9p.]

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This paper looks at some of the implications for higher education of Federal Government policies as expressed in the CTEC Guidelines of July 1983. It points out that the Guidelines drew attention to inequities in higher education institutions which affect women, the children of ordinary working people, some ethnic minorities, rural youth and Aborigines. To correct such inequities resources will be re-directed, and the attention of the CTEC is likely to focus on supply/demand for higher education; teacher education; relationship between the tertiary sectors; special research centres; equality of access; TAFE/industry co-operation; adult literacy; country TAFE facilities; higher education in the N.T.; basic nurse training; arts education and training. Universities and CAEs are expected to do more for less. TAFE is likely to be carrying the main burden of education and training for the 15-24 year olds, and this is likely to pose problems of providing adequate facilities and adequate autonomy/flexibility for TAFE institutions (given the extensive TAFE bureaucracy).

The paper sets out the timetable developed for preparing advice and recommendations for the 1985-87 triennium, and points out that there will be a variety of inputs to the formulation of government policies. Institutions will need to consider the changing emphasis and policies, and the paper suggests particular areas for discussion: the effects of full Government funding and of legislated power on institutional autonomy; the relationships of the Federal and State co-ordinating/implementing bodies; the contribution of higher education to policies for participation and equity.

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AUSTRALIA. HIGHER EDUCATION ROUND TABLE (HERT) 83/AB/133

Learning and Earning. Proceedings of a National Seminar on the CTEC (Commonwealth Tertiary Education Commission) Learning and Earning Report. La Trobe University, 14 December 1982. Melbourne, Victoria: Federation of University Staff Associations, June 1983 [87p.]

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The Higher Education Round Table is a consultative body made up of the five national organisations representing staff and students in higher education. One of its major concerns is the issue of access to and participation in higher education. This seminar was planned as a response to the CTEC Learning and Earning Report (83/AB:27) and an opportunity to consider the major issues. The Report comprises papers by Mr D. Brewster and Mr P. Grant (CTEC); Prof. J. Scott (Vice-Chancellor, La Trobe University); Mr B. Wilson and Mr V. Callaghan (Melbourne State College); Prof. D. Beswick (University of Melbourne); Dr G. Burke (Monash University); Ms C. O'Donnell (Macquarie University); Mr P. Noonan (ATF). Transcripts of the discussion sessions are also included.

WILLIAMS, Clive and Tom PEPE 83/AB/134

The Early Experiences of Students in Australian College of Advanced Education Campuses. Sydney, NSW: University of Sydney, July 1983 [153p.]

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This study of CAE students follows a similar study of university students in 1982 (Abstract B107) and was intended to provide corresponding information for CAE students. Information was gathered by postal survey, using a slightly adapted version of the university questionnaire. Thirty-two colleges participated, representing different types of institutions but each having first-year enrolments of 250 or more. From each college, a 50 per cent random sample of students was sought. Initial mailing of the questionnaire was made on 1 May 1981, followed up in June and July and the study closed off in August. A response rate of 76 per cent was achieved.

Chapter 2 of the report describes the characteristics of the students, covering age; school background; school achievement; course differences and entry qualifications; family educational level; where students lived; marital status; financial support; achievement of course preference; prospects of discontinuation; expectations on achievement. Chapter 3 records the early experiences of students and their level of satisfaction: the experiences being measured in the five scales of institutional belongingness, social involvement, goal direction, alienation and academic involvement. Level of satisfaction was also measured on five scales, requiring the students to assess their experiences. Chapter 4 examines the 12.2 per cent of students who discontinued study making comparisons of background, experience and satisfaction, finding that early experiences and satisfaction with the quality of college life are powerful influences determining decisions to withdraw, particularly for those who have had low school achievement. This argues the need for institutions to provide adequate counselling and academic advice at an early stage.

The final Chapter 6 presents an overview of the findings, grouping them according to type of institution and commenting on differences among particular colleges. The study indicates that Institutes of Technology generally attract students who have been high achievers at school and rank high in level of advantagement. In general however, their students rated their experiences and levels of satisfaction as low and significant numbers indicated that they were likely to discontinue. As a group, students of Multi-Purpose Regional Colleges rated their experiences in a positive manner and indicated greater satisfaction than students at many other colleges. The experience of students at Teacher Education Colleges tended to be average to favourable compared with those of other students. The Metropolitan Colleges, a small but diverse group, showed differing results, as did the two Colleges of Health Services and the two Agricultural Colleges.

Since the study was undertaken, several colleges have been amalgamated. The chapter concludes with an examination of the similarities and differences which exist between the various institutions which have merged to form a single multi-campus entity: the W.A. CAE, the S.A. CAE, the Brisbane CAE, Victoria College, Sydney College and others. The report suggests the need for continuing surveys of this kind as a guide to policy-makers, administrators and institutions.

BARDSLEY, W.N. and G.F. PAULEY 83/AB/135

Unsatisfied Demand: A Study of Qualified Applicants not Admitted to WAIT in 1983. Occasional Papers No. 6. Perth, W.A.: Institutional Research Section, Division of Academic Affairs, W.A. Institute of Technology, July 1983 [17p.]

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This study is mainly an extension of a November 1982 investigation of the offers made to qualified applicants who were not offered their highest WAIT preference through the Tertiary Institutions Service Centre (TISC, which centrally processes applicants to W.A. higher education institutions). The focus of this study is the extent to which qualified applicants preferring WAIT but not offered a place flow on to other tertiary institutions in W.A. Data, extracted from the 1983 TISC master file, identified 1,751 qualified applicants who did not receive an offer for their highest preference WAIT course.

The paper outlines the system of selection, noting that over and above qualification for tertiary study, various other conditions apply which constrain eligibility for an institution or a particular course. The paper discusses the destinations of those not offered their highest WAIT preference; the 'flow-on' to lower preference courses within WAIT and the 'flow-on' to other institutions.

The study finds that almost one-third of the 1,751 applicants not offered highest WAIT preference were excluded by particular conditions attaching to courses within WAIT. 487 were offered a lower preference course at WAIT; 433 a place at another tertiary institution and 831 qualified applicants failed to attract an offer at all. These data indicate the magnitude of unsatisfied demand for a place at WAIT.

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BARDSLEY, W.N. 83/AB/136

Discontinuities in the Transition from School to Tertiary Study: Bridging the Gap. Paper presented at the HERDSA Annual National Conference, University of Queensland. Perth, W.A.: Division of Academic Affairs, WAIT, May 1983 [mimeo: 5p.]

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Many students qualified for tertiary study encounter difficulties in mathematics based units of their courses. This paper reports results of three different programs designed to assist WAIT students considered to be 'at risk' in courses requiring mathematical understanding. These programs were extra lectures/tutorials arranged by the Faculty of Engineering; a computer managed individualised course in introductory statistics in the School of Occupational Therapy; an intensive eight-day residential mathematics 'refresher' and study skills summer session for students about to undertake courses in the Agricultural College.

The paper describes the three schemes and results obtained from them, concluding that the scheme with most promise appears to be the pre-course refresher which focuses specifically on particular aspects of the problem taking into account the demands of the course and the needs of students.

AUSTRALIAN VICE-CHANCELLORS' COMMITTEE 83/AB/137

Report of the Committee of Review of Student Finances. Occasional Papers No. 6. Canberra: AVCC, 1983 [62p.]

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This Committee was appointed by the AVCC in June 1982 to carry out a comprehensive review of student finances. It was prompted by concern at Government proposals to introduce fees for second and higher degrees and to implement a loans scheme to supplement TEAS (Tertiary Education Assistance Scheme). In its enquiry, the Committee has drawn on recent studies and research as well as on submissions from interested parties. The Report discusses and makes recommendations on TEAS, student loans, fees and post-graduate assistance. An appendix gives a costing of four alternative TEAS schemes and a bibliography provides references.

Chapter 1 outlines developments in student financial assistance since 1974 when fees were abolished and TEAS introduced, pointing out the decline in value of such assistance as well as in opportunity for students to supplement income with part-time and casual work. There has at the same time been a marked decline in participation of young people in full-time higher education and (of particular concern) in higher degrees. For a country which is relatively under-educated, the trends away from education require serious attention. One factor influencing decisions on education participation is adequacy of financial support. The Committee believes that student assistance should be made available through a variety of means and the present system of grants should be restructured to eliminate deficiences and anomalies.

Chapter 2 outlines the TEAS and identifies basic deficiencies in three major areas: devising a means test which would ensure that assistance reached those in need; fixing the appropriate level of grant for an adequate allowance; deciding on a realistic age at which a student should be deemed independent. It discusses these issues and other anomalies, pointing out the implications of decreasing real living standards among full-time students receiving TEAS. The Report makes a number of detailed recommendations including that independent status should be phased in according to age and not to circumstances.

Discussing student loans in Chapter 3, the Report takes account of the relevance, if any, of overseas experience; the experience with emergency loans schemes in Australian universities and the possible effects of loans schemes on participation rates. It recommends against a large-scale loans scheme as a substitute for improvements in TEAS, but sees place for some supplementary loans schemes under appropriate conditions.

Chapter 4 discusses the place of fees. It outlines the situation before 1974, states the arguments for and against fees and looks at the effects of a re-introduction of fees. It recommends against the introduction of fees, arguing that these would impose substantially greater financial burdens on disadvantaged students and discourage increased participation.

On Post-Graduate Assistance, Chapter 5 covers the value and number of present awards, the adequacy of the allowances and taxation of such awards. It recommends that the real value of the awards should be maintained by indexation and that if these awards are to be taxed, so also should all other allowances and awards.

AUSTRALIA. HIGHER EDUCATION ROUND TABLE (HERT) 83/AB/138

The Beswick Report. Comments on Evaluation of the Tertiary Education Assistance Scheme: An investigation and review of policy on student financial assistance in Australia. Melbourne, Victoria: Federation of Australian Universities, 1983(?) [22p.]

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The Higher Education Round Table comprises five national organisations representing staff and students in higher education. This report discusses in some detail the policy options for student allowances contained in a study by Beswick et al. (83/AB:71).

HERT supports the easing of the TEAS means test, the raising of the level of allowances and the granting of 'independent' status at 21 years rather than 25. However, it rejects the policy options presented because they are inequitable (scholarships, loans) or unworkable (part-time work schemes, transfer to unemployment benefits in the long vacation). It argues that student allowances are not a welfare benefit but a cash benefit to persons engaged in useful activity (study) which precludes them from supporting themselves.

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WESTERN AUSTRALIA. UNIVERSITY OF WESTERN AUSTRALIA. COUNSELLING SERVICE. CAREERS CENTRE 83/AB/139

Graduate Destinations. 1982. A survey of the employment and further studies undertaken by graduates of the University of Western Australia whose awards were conferred in 1982. Perth, W.A.: Careers Centre, University of W.A., January 1983 [65p. inc. 5p. appendices]

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These data were collected in May 1982 by questionnaire to 1,572 graduates and 113 diplomates eligible for an award at the 1982 graduation ceremonies. The information is presented in table form. Part 1 provides five summary tables: graduates surveyed and response rates; destinations of all respondents; destinations of respondents who were full-time students in 1981; comparative statistics 1978-82; follow-up survey results. Part II gives destinations of graduates by Faculty and Department.

Table 2 (summary) shows that of 1,296 respondents, 400 were in F/T study; 694 in F/T employment; 133 seeking F/T employment; 69 unavailable for F/T study or F/T employment.

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BESWICK, David and Judith BOREHAM 83/AB/140#

Career Development Project: from matriculation to professional employment 1973-1982

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INSTITUTION Centre for the Study of Higher Education, University of Melbourne

DATES Data collection 1973-1982; completion 1984

PLACE National

Earlier stages of this project and its aims and design were described in Abstract B47.

In 1981 the most recent response from most participants had been in 1976, five years earlier, when 62 per cent of the original sample of 5,139 who had been tested in school in 1973 answered the fourth questionnaire. At that time, respondents were asked to give the names and addresses of three people who would be likely to know where they were five years later. By using these contacts and going back to earlier addresses as well, returns were received in 1981 from 2,872 people and by mid-1982 nearly as many responded as in 1976 (3,042) - that is, close to 60 per cent of the original sample.

The final follow-up questionnaire was sent out during 1982 to 3,026 people, with the initial mailing being in April. Two follow-up letters were sent, some telephone contacts were made and returns were still being received in January 1983, by which time there were 2,288 cases complete (75 per cent of questionnaires sent).

Topics in the 1982 questionnaire included: brief employment history from 1977 to 1982; work satisfaction; unemployment; educational history and circumstances of financial support; benefits and inadequacies of educational experiences and their relation to career development; current career plans and influences on career decision-making; a brief history of migration patterns and marriage and children.

The main findings of the study so far are:

- Occupation: Most people had entered the workforce by 1978 and peak participation was reached by 1980. After the obtaining of a tertiary qualification it appeared to take an average of three more years to become established in one's profession. Thereafter, some decline is evident mainly due to the increase in home-duties. As stated in 1982 the main job held during the period 1980 to 1982 had been in the category of upper professional (full-time) for 21 per cent of respondents and in the lower professional (full-time) category for 31 per cent. Just 5 per cent held unskilled positions as their main job during the three-year period.
- Tertiary Studies: At some time between 1973 and 1982, 83 per cent of the respondents had been enrolled in a course of tertiary education and 60 per cent of respondents had completed at least one level.
- Combination of Career and Family Roles: Statistical results were supplemented by a program of intensive interviews with 50 women, to look at the prospect of conflict between career and family. A clear majority

of the women respondents (64 per cent) wished to combine career and family but a little less than half (47 per cent) believed that they could do so. However, only 12 per cent said this matter caused them serious conflict, with a further 18 per cent experiencing some conflict. It is very significant that 66 per cent stated clearly that they expected to modify their careers to raise children and only 16 per cent did not expect to make such modifications. When asked about the most likely ways of their combining career and family, those who believed they could do both tended most often to expect part-time work for some years in their current career field to be the most likely means. From the interviews, conflict appeared to occur most where the women had very high aspirations for both career and family life.

Prediction of Main Occupation - Some Longitudinal Results: Discriminant function analysis described the importance of certain secondary school variables in sorting subjects into a five group occupational hierarchy. In distinguishing the upper and lower professions from the other three groups the most important variables were: (i) making decisions about career which were confirmed by subsequent success; and (ii) having higher HSC results. To a lesser extent higher aspirations and higher 'scientific orientation' played a part. In a second function sex was by far the most significant variable in separating the upper and lower professionals. The contribution of higher aspirations in secondary school, high HSC results and making successful career decisions (e.g. course of study) was further supported by regression analysis on the five category scale of occupational attainment.

These preliminary findings will give some indication of the nature of the data and of what may be expected with further analysis in 1983. A major part of the future analysis will be the relating of the outcome variables to the earlier inputs - educational experience, family background and personality factors.

See also

83/AB: 75

# ABSTRACTS

## SECTION C

Programs: Proposals, Reports and Evaluation

83/C: 69 - 107

AUSTRALIA. DEPARTMENT OF EMPLOYMENT AND INDUSTRIAL RELATIONS. 83/C/69#
BUREAU OF LABOUR MARKET RESEARCH

Employment and Training Programs for Young People. Analysis of Assistance in 1980-81. Research Report No. 2. Canberra: AGPS, 1983 [45p.]

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In 1981 the Bureau of Labour Market Research (BLMR) began a major comparative evaluation of national programs available for young people. The study is in four phases: the demographic and labour market characteristics of those assisted; the short-term experiences of participants and the involvement of employers in subsidised job placement programs; the longer term labour market experiences; the assistance given by programs over time. This report of the first phase examines who gains access to the programs by analysis of placements in 1980-81.

The first chapter overviews the growth of and expenditure on youth programs. The programs selected for study are in three broad groups: education-based assistance where trainees are paid an allowance to undergo general and/or specific vocational training; employment based assistance, involving subsidies to employers; specialised assistance for particular groups or skills in demand. Education based programs included are EPUY, Pre-Apprenticeship and General Training Assistance (formal). Employment based programs are General Assistance (on-the-job) Training, SYETP and Special Assistance (Apprenticeship). Specialised Assistance programs are those for Aborigines, disabled, other special groups and special required skills. These programs are briefly described. The study used information from the national data base covering placements under these programs.

Chapter 2 gives an overview of the assistance to young people compared with other groups, as well as labour market/unemployment experience. This analysis indicates that 15-19 year olds were three times as likely as 20-24 year olds and ten times as likely as older groups to receive assistance. Males (with only one exception) received more assistance than females in all age groups and teenage males had by far the greatest placement rate for all types of assistance.

Chapter 3 looks at the characteristics of young participants: the concentration of the programs on demographic groups and the reliance of these groups on the programs; labour market experience and rates of withdrawal from programs. In Chapter 4, the extent and pattern of assistance at the State level is discussed. Chapter 5 deals with the issue of multiple placements for individuals over time. The final chapter presents an overview of the findings.

In general, a wide range of programs is directed at the target group of young people who have been unemployed and away from full-time education for four of the preceding twelve months. Males and females followed traditional occupations resulting in different kinds of placements. Only 15-17 year old males were placed in the full range of occupations. Females were more likely than males to be taking general courses. Pre-apprenticeship courses were almost exclusively for 15-17 year old males.

Forms and levels of subsidies (for example, those increasing with age) and the effect of State industry structures and regional labour markets tended to restrict options available to particular age-groups and in particular areas. Multiple placements were available to about 8 per cent of individuals but these represented delivery problems or changes in direction on the part of the trainees, rather than developmental periods of assistance for needy youth.

FISHER, N.W.F. and P.A. SCHERER 83/C/70

Research on Commonwealth Employment and Training Programs and Services. Conference Paper No. 17. Canberra: Bureau of Labour Market Research, Department of Employment and Industrial Relations, February 1983 [24p.]

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Employment and training programs are a comparatively new and growing form of government intervention in labour markets. In the last five years such programs have cost over $1,000m. and served some 3,000,000 persons. Even more recent in Australia are evaluation studies which attempt to answer such questions as: Has the expenditure been cost-effective? Have the programs served their participants well? Have they improved the operation of the labour market? This paper sets out to provide an overview of the research undertaken in this area, concentrating on studies of these programs and services directed at assisting individual persons and/or employers. Most of such studies seem to have been undertaken at the Commonwealth level: few by State governments, academics or other bodies. The paper outlines Commonwealth involvement in these employment and training programs and lists the programs and expenditure on them.

Section 2 reviews research into the operation of the Commonwealth Employment Service (CES), undertaken mainly in the last two years. BLMR has undertaken research into three aspects of CES operations: vacancies, job-seekers and tenure of job placements. This paper briefly discusses the first and last of these. Both the studies into vacancies analysed the influence of various factors on the filling of CES vacancies, finding that major influences were the CES office of notification and permanent/temporary nature of the vacancy. Generally, CES made referrals fairly quickly and in appropriate numbers. Self-service as a means of filling vacancies seems much more dubious. The paper goes on to discuss tenure of job placements where the single research study available indicated that only one quarter of placements remained in the same job, but matching of applicant with the job by the CES provided better results than did self-service. Further research in these areas is clearly needed.

In Section 3, the paper outlines research into employment and training programs from about 1975 onwards, including some unpublished evaluations of SYETP (see Annotated Bibliography E7-9). The BLMR has built on earlier research in several studies of the effects of labour market programs (Abstracts B65, 83/C:32). Reports of other studies are in the course of preparation.

The complexity of programs and of their influence on participants and on the labour market generally precludes simple evaluations and unambiguous conclusions. Nevertheless, evaluations are useful in a number of ways. They can reveal unexpected dimensions in a program; they do demonstrate the complexities of the labour market; they demonstrate the naivety of comparisons and conclusions based on simple expenditure figures or participant numbers. One further point is commented on: substitution - that is, how far government outlay on such programs merely replaces private outlay. One Australian study (unpublished 1980) estimated that this process reduced the net effect of government outlay to about 33 per cent - a result comparable with experience in other countries. However, other factors and objectives may still make the costs tolerable. In any case, substitution is not confined to employment and training programs; other areas (such as tax concessions to stimulate capital expenditure) are also affected.

SMITH, Ralph E. 83/C/71

Sorting Out Responsibilities for Training the Work Force. Discussion Paper No. 70. Canberra: Centre for Economic Policy Research, ANU, May 1983 [17p.]

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Governments, generally, have accepted responsibility for providing at least a minimum level of education for their peoples; in contrast, there seem to be no well established principles for deciding a government's share of responsibility for worker preparation beyond schooling. This paper considers the circumstances in which it is appropriate for a government to subsidise training and examines the current mix of programs administered by the Commonwealth Department of Employment and Industrial Relations (DEIR). In 1982, $200 million was spent by DEIR on these programs (which are listed in an appendix).

There are three possible reasons for a government to subsidise training: to offset the failure of the private market to train sufficiently to maximise economic growth; to improve the distribution of income opportunities; to facilitate economic adjustments. The paper goes on to examine the DEIR programs under these three headings.

A trained workforce is recognised as important for economic growth. If, for a variety of reasons neither employers nor employees themselves finance sufficient training, governments often intervene as with the CRAFT program subsidising 100,000 apprentices at a cost of $80 million and other Skills Training Programs costing $16 million for 10,000 people.

Redistribution of employment opportunities appears to be a main reason behind other training programs focusing particularly on disadvantaged groups, such as SYETP which subsidised employers to take on young unemployed job seekers. In the short run, training is probably an expensive way of redistributing income, but it could result in longer term changes in earnings distribution. However, schemes such as SYETP raise the critical question: redistributs to whom? A comparison of the U.S. and Australian approach to this question indicates that equity is open to many interpretations.

Economic growth results in the destruction of some jobs and the creation of others, and governments can use training and other means to ease the burden of change for those involved. The Australian government apparently has no major program for funding the retraining of adults who lose their jobs, although 40 per cent of those receiving unemployment benefits in 1981-82 were aged 25 years and older. The paper goes on to discuss the questions which arise from retrenchment of workers; in particular, the government's responsibility or otherwise to provide training; the need for training; the cost-effectiveness of training as against unemployment benefits. Two recent Victorian studies following up retrenched workers are discussed in this context. A key problem raised is the difficulty of identifying unemployed workers for whom retraining would be the most effective route back into employment.

AUSTRALIA. ATTORNEY-GENERAL

83/C/72

Report upon the Financial Statements Presented by the Minister for Finance for the Year ended 30 June 1983. Section 3. Report on an Efficiency Audit of the Special Youth Employment Training Program - Department of Employment and Industrial Relations. Presented 10 October 1983 [p.13-57]

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The Special Youth Employment Training Program (SYETP) was introduced in 1976 to assist unemployed school leavers between 15 and 19 years to enter the labour market. Employers were subsidised at a rate of 45 per cent of male adult average award wage for a period of six months to employ a SYETP approved trainee in a SYETP approved vacancy. Since then there have been a number of extensions of the program which has helped some 350,000 young people. Conditions to be met by employers in the program were that the subsidies would not apply to positions of normal recruitment; that existing staff would not be displaced, and that adequate training (not specific trade or formalised on-the-job training) be given to SYETP trainees. The report provides details of the various types of SYETP and then goes on to discuss its operation, commenting and making recommendations in each area. Under the heading of Central Control of the Program, it considers planning and evaluation and budgeting and expenditure control, noting inconsistencies in the interpretation of the objectives of the program, some CES staff seeing it as a simple wage subsidy and others emphasising training. Discussing the Administration of the Program, the report deals with trainee and employer eligibility; trainee selection; signing/monitoring of training agreements; claims for payment of subsidy. The 25 pages of appendices give further detailed information.

The audit focused on the efficiency and cost effectiveness with which the Department of Employment and Industrial Relations administers the program. It found that there were opportunities for improvement in the way the program objectives were translated into day-to-day administration at the Commonwealth Employment Service (CES) Office level; for example, in the degree of follow-up and departmental evaluation of SYETP trainees' work experience following the conclusion of the subsidised employment period.

The audit concluded that guidelines to staff should be strengthened and management reviews should be upgraded to facilitate improved achievement of the program objectives. The criteria for granting SYETP assistance need to be defined clearly if moneys appropriated for the program are to be expended in the manner intended. The Department should be in a position to provide information concerning essential elements of the program for review purposes.

The recommendations for improvement in SYETP refer to the program as it existed at the time of the audit. The report notes that a revised and improved scheme, the Private Sector Assistance Program, will replace SYETP.

NSW. MACQUARIE UNIVERSITY. SCHOOL OF EDUCATION. CENTRE FOR RESEARCH IN EDUCATION AND WORK (CREW) [Co-ordinator] 83/C/73#

The Riverstone/Colyton Youth Action Project

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INSTITUTION CREW, School of Education, Macquarie University, NSW

FUNDING Education Commission of NSW

DATES July - November 1983

The aim of this project in the Riverstone/Colyton area of NSW is to develop for consideration by the Education Commission of NSW proposals for

- increasing participation rates in education generally in the area
- facilitating school/TAFE/work/non-work transition

Proposals could vary from the most direct and down-to-earth, such as setting up better communication channels between institutions and people, to the more complex and novel, such as evolving new structures combining education, work and leisure activities. Thus 'education' should be seen in the broad sense to embrace learning experiences provided not only in formal institutions but also in employment and non-work activities.

Five groups of people are participating in the project: a local working party (16 representatives); local student body (12 Year 10-12 students); the Macquarie Group of interested academics; a central steering group; an agenda committee. Each group has its own defined functions.

A report is expected by the end of November 1983.

KEMMIS, Stephen, David DAWKINS, Lynton BROWN, Barbara CRAMER and Terry REILLY 83/C/74

Transition and Reform in the Victorian Transition Education Program. The Final Report of the Transition Education Case Studies Project. Melbourne, Victoria: Transition Education Advisory Committee, May 1983 [365p.]

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The aim of the Transition Education Case Studies (TECS) project was to provide information about and insight into the diverse activities of transition education in Victorian schools for the benefit of policy-makers and participants (Abstracts C70-73; 83/C:15-18, 21-22, 34-35, 51-59, 64). This final report presents an overview of transition education in Victoria, focusing on its substantive issues.

Part I of the Report outlines the background to the Victorian Transition Program pointing out two basic paradoxes enshrined in the Commonwealth Guidelines: the focus on students 'at risk' with the stimulus to fundamental reform; the encouragement of 'grass roots' approaches with the centralised control/administration of the Program. These paradoxes allowed a wide range of interpretations of the aims and implementation of the Program, and Transition Education in Victoria has used this flexibility. It has been 'action research' on a grand scale, embodying a process of learning while doing. The Program has had both direct and indirect impact. The direct impact can be gauged in terms of staffing (both bureaucratic and project), number and variety of projects, schools/colleges involved, student participation, other activities such as conferences, publications, in-service activities. Its indirect impact is to be seen in the relationships evolved between TEAC and established authorities, the encouragement of participation, the wide discussion of issues and increases in employability of students and school retention rates. The program has also provided models and stimulus for change in education concepts and approaches.

Part II looks at the Program as a structure for change, considers its administrative divisions, outlines some of the contests which have created its dynamics as a social and political structure and assesses its contribution to changing school and TAFE systems. Education systems are social systems guided by principles and traditions. They cannot be changed from outside or above by decree. Recognising this, the Victorian program has developed as a program of widespread problem-identification, analysis and invention to be undertaken by teachers and students in schools and TAFE. It has been a program of education for those responsible for curriculum in the field rather than a technical program which presents 'solutions' to problems which they have had no opportunity to define or analyse. Part II concludes with discussion of relationships between levels of the education bureaucracy: State/Federal tensions; the rights and responsibilities of the regions vis-a-vis the State. In many ways, these relationships reproduce established structures, but there is also evidence in the Program of a capacity to transform structures and processes.

Part III discusses the issue of curriculum change and institutional change at the project level, Chapter 6 dealing with the Secondary School Program and Chapter 7 with TAFE. Chapters 8 and 9 examine the major issues of the mental/manual dichotomy (see Abstract 83/C:21) and transformation and reproduction. Curriculum change which attempts to cope with changing social, economic and political circumstances requires change in the

traditions of schooling and in its processes, and, conversely, these traditions, structures and processes have often stood in the way of desirable change on curriculum. Many of the features of the Transition Program have been conducive to innovation and change in education, and there is evidence also that the administration of the Program in Victoria designed operating procedures which could allow such change to take place; for example, by emphasis on curriculum integration rather than 'add-on' programs in schools, and, in TAFE, the creation of new forms of program responsive to the needs of unemployed youth. Within schools and colleges, the availability of transition funds has allowed challenge to established processes and experimentation with new approaches and relationships.

In discussion of the mental/manual dichotomy the report examines the questions of how these types of knowledge relate to each other and whether they represent different types of students/aptitudes or different occupational destinations. Chapter 9 goes on to analyse how far transition projects have contributed to educational reform, given the intention to produce change. Constraints within the program itself and externally in institutional structures have meant that the major innovation of transition has been the creation of new sites for education. It has been easier to establish alternative projects than to endure the complexities described as integration. This, in turn, has lead to contained projects with little influence on the system. Staffing has largely been in the form of hiring 'outsiders' rather than extending existing staff time. Success has tended to be seen in terms of highly visible outcomes such as raising the confidence of students. The emphasis in transition has been on action, and action requires a degree of organised critical reflection which may be built into teacher questioning techniques or program reviews. It is this combination of action and reflection which has the capacity to transform practice and structures.

The transition program has emphasised the need for careful analysis of the pre-conditions for change; in particular, the relationship between the central, managerial interests of funding and direction and the varying interests of the educational context. A second consideration is the relationship between the innovators and the host staff where change is seen in terms of the allocation of time, space and power.

Part IV is an examination of the evaluation methodology of the Victorian Program, including the various reports and publications, working relationships, etc. Three Appendices give background details about the Case Studies Project.

In its General Introduction, the Report sums up what it sees as the central issues of the Transition Program in Victoria in terms of 'alienation': of students, of teachers, in the society at large. Increasingly, the Program has been used as a basis from which to criticise and question the compartmentalisation of knowledge, the stereotyping of students - both of which contribute also to teacher alienation. One of the strengths of the Transition Program is that it is a program of activities. The activism creates resistance among those attached to established aims and processes, but it also creates the awareness and institutes the questioning which are essential for educational reform.

83/C/75

ALLEN, Barbara, Ann BORTHWICK, John FIRTH, Roger HOLDSWORTH, Jack KEATING and Phil McMILLAN

All in a Term's Work. The Experience of the TEAC State Program. Term 1, 1983. With a Preface by Lynton Brown. Melbourne, Victoria: Transition Education Advisory Committee, 1983 [127p.]

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This review of Term 1 of the State Program of the Secondary Schools sector of the Victorian School to Work Program 1983 has been written by members of the State Program Support Team (SPST). The State Program is founded on a 'task force' approach to school-based curriculum development, potentially drawing on the resources of the whole school community in order to bring about desirable change. The SPST is a group of six support staff, each of whom has primary responsibility for liaison with a group of 3 or 4 schools in the State Program, and secondary responsibility for a similar number. Their responsibilities have to be balanced between their position as agents of State TEAC and their relationship with their particular schools. The group has adopted as its own basic strategy the approach they seek to promote for the task forces in schools: the collection of information on their practice and regular reflection on this. This document is the product of a process of review by the group at the end of Term 1. By its nature, it gives few definite answers and raises many questions, but it does distil the experience of the group with the Program and the schools involved. It also enables the group to review and evaluate their own approaches and to provide well-founded advice to TEAC committees concerned with the State Program. The report stresses the considerable success of the State Program, but this document concentrates on crucial issues that have been and must continue to be faced by task forces, schools, the SPST and the whole Program.

Section 2 deals with the activities of State-funded projects, describing their categories and the Task Force approach to programs. In Section 3, submission preparation and selection of task forces are discussed, covering the submission process; the process and criteria for selection of task forces; establishing the program within the school; timetable and administrative constraints; the role of the principal and the isolation of parents and students from task forces.

Section 4 focuses on the decision-making structures of schooling and the implications of these for programs, noting that these structures are presently in the process of considerable change with the devolution of greater power to School Councils. Section 5 discusses the role of the task force as an advocate or agent of curriculum change within the school, considering the factors which affect this role. Section 6, on Evaluation processes, maps the evaluative practices of the various projects and discusses strategies and issues. Involvement of parents and students in schools is the subject of Section 7, and Section 8 looks critically and frankly at the role of SPST itself.

BROWN, Lynton 83/C/76

Sherbrooke EPUY. Transition Education Case Study Project No. 20. Melbourne, Victoria: Transition Education Advisory Committee (582 St Kilda Road, 3004), 1983 [97p.]

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This is a description and discussion of one EPUY program in a long-established series in the Sherbrooke/Dandenong Hills area outside Melbourne. The approach to learning is job-centred, linking 'inquiry' and 'experienced-based' learning, promoting social development and the synthesis of mental and manual skills. The program has developed community structures and relationships which enable it to make extensive and imaginative use of community resources. It has set up work co-operatives and has its own record of achievement in job creation. The issues of aims, control and relationships raised in this report of the program are of relevance to other such projects.

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CAROZZI, Barry 83/C/77

Sunshine High School. Transition Education Case Study No. 21. (As above) [44p. + appendices]

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Sunshine High School has a record of changing approaches and programs to meet needs. The TEAC Youth Participation Community Research Program has built on approaches to learning and teaching which have been developing since 1976. These approaches have been based on concepts of student participation and responsibility in their own learning, on involvement in work experience and on an interdisciplinary approach to curriculum.

The Community Research Program operates as part of an alternative to the orthodox HSC program. It uses community based research as a powerful strategy for gaining and maintaining student interest and encouraging learning. Students from various subject areas (Social Science, Commerce, Art, Home Economics) research topics such as Family Support Systems in the Sunshine area; they have investigated local crafts and industries, what is involved in various kinds of jobs or in being a painter; what other schools and institutions are doing.

The TEAC program has had a considerable impact throughout the school. Within 12 months, it has been broadened from being a Social Studies resource to being a major resource for a wide range of curriculum areas. It shows what can be done with a little extra in the way of school resources.

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DAWKINS, David 83/C/78

Portland High School: A Handcraft and Bushcraft Project. Transition Education Case Study No. 22 (as above) [33p.]

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This report describes a TEAC sponsored development of two projects which were already in operation at Portland High School: a textile program and the Great South West Walk - the creation of a bushwalking track from Portland to the S.A. border and back. Besides describing these projects in some detail, the report raises some problems and critical issues about aims and operation which have already lead to some re-thinking about the projects within the school and local community.

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MAGGS, Glenn and Gordon McDONALD 83/C/79

Bright Higher Elementary School Transition Education Program. Years 11 and 12. Case Study No. 23 (as above) [42p.]

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The Alternative Years 11 and 12 Program at Bright was established at a time when the school's HSC course was being disbanded and the school generally was unfavourably perceived by the community. It provided originally for two courses: Agriculture, Horticulture and Landscaping; Light Industry and Construction. In 1982, two further courses were added: Hospitality and Retailing; Media Studies. This report describes the efforts to establish these courses and to gain acceptance for them in the school itself and in the local community. It outlines the aims and operation of the projects and discusses such issues as staff/student relationships, accreditation and parental views.

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REILLY, Terry 83/C/80

Holmesglen TAFE Cluster. Transition Education Case Study No. 24 (as above) [107p.]

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The pre-vocational and EPUY courses which are the focus of this report are part of a cluster of such projects at the Holmesglen College of TAFE. The EPUY courses are Trade and General Education; Food and General Education. The pre-vocational courses include Building and Construction and Retail/ Clerical. The report discusses the background and demography of Holmesglen and describes the courses. It identifies a number of specific issues arising from the organisation, relationships and aims of TAFE, recruitment of students and outcomes of the programs.

83/C/81

BROUGHTON, Carol, Kate DEMPSEY, Harry FREEMAN, Peter McCARTHY, Marg McDONALD, Gary RUPP, Delwyn SCHAUBE, Phil McMILLAN

The Innovative Work Education Project Report. Melbourne, Victoria: TEAC, 1983 [41p.]

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This is the report of a project (funded by TEAC and described in Abstract C61) which set out to develop the concept of Work Experience in ways which would relate the learning experience to the school curriculum and offer opportunities for participation to students and the community. A general co-ordinator was appointed for the project, together with a project officer for each of the seven schools involved. The report, in discussing the project, provides useful information for teachers and administrators on a number of major issues of schooling. It covers such topics as school-based curriculum development; processes and dynamics of change; project officers in schools; examples of work education activities; other information and resources.

The project officers worked as a team on the basis of shared values and commitment to seeing students as individuals capable of accepting responsibility for both learning and teaching, and parents/community as essential elements in the process of education.

The first, and main, section of the report is presented in the form of brief outlines of developments in individual schools written by the particular project officer involved. The first part deals with the development of work experience into work education at White Hills Technical and Exhibition High Schools. The advantages and disadvantages of working with particular target groups are discussed in the second section. The third section deals with the various approaches used to encourage 'active learning' among the students so that they develop skills such as responsibility and initiative. This involves discussion also of the implications for teaching attitudes and for assessment/evaluation. Methods used to involve parents, employers and the general community in the project are then considered, emphasising the value of such involvement in reducing the isolation of the school. Further sections cover Equal Opportunity and the role of the Transition Steering Committee.

The final section addresses the issues of curriculum and the responsibility for its development. It emphasises the need for truly democratic decision-making structures in schools and discusses the role of the project officer as an agent of change together with the constraints on effective action. Three factors are seen as determining whether the agent of change/project officer will predominantly be an initiator, a catalyst or a teacher's aide. There are administrative constraints which include Education Department legislation, school rules/traditions and guidelines governing the expenditure of TEAC funds. A second factor is the need to ensure general agreement and understanding within the school on goals and undertakings. Thirdly, there is the effect of various personalities on the effectiveness of the project. The effectiveness of the Support Committees established in each school tended to be limited by the unfamiliarity of the concept and roles for those involved and by the lack of democratic decision-making structures in schools.

Appendices provide further information about the schools involved and the Work Education activities.

COLE, Peter 83/C/82

Work Experience Programs in Schools: Some Suggestions for Program Reorientation. Melbourne, Victoria: Victorian Institute of Secondary Education, 1982 [mimeo: 15p.] Also published in Discourse, Vol. 3, No. 2, April 1983

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This paper argues the need for a re-orientation of work experience to provide students with insights into the social processes of work, the relationships between school and work and the role of youth in the labour market, as well as to enable them to explore 'alternative' work roles. The introduction discusses the various concepts of 'work experience' which range from its potential for solving youth unemployment to its value in stimulating change in schools and closer relationships between school and community.

The paper goes on to discuss some of the criticisms made of work experience, pointing out that often the programs are based on assumptions which have little touch with reality. They ignore the levels of youth unemployment and encourage students to believe that individual effort and the 'right' approach are all that are necessary to gain jobs.

The final part of the paper canvasses a number of different perceptions of the relationships which do/should exist between the individual and the society and the role of education in furthering these relationships, arguing the need for schooling to help students to understand the structures and forces of the society and to develop the range of knowledge and abilities necessary for self-sufficiency, personal usefulness and satisfaction. On this basis, work experience programs could have a potential to stimulate critical thinking about work, about the society and about the role and responsibility of the individual in the society.

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MURPHY, Gregory C., Wilma TUCKER and Elery HAMILTON-SMITH 83/C/83

The relationship of school-based and work-based indices of performance by students on work experience. Bundoora, Victoria: Psychology Department, Phillip Institute of Technology, 1983 [mimeo: 9p.]

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This paper derives from an investigation into the relationship between the school and work experience performance of students (see Abstract B61). In its introduction the paper points out the lack of adequate evaluation studies of work experience despite the popularity of these programs in schools. This study focuses on 307 Year 10 students (104 males; 203 females) who undertook a two-week work experience program (WEP) job placement in 1979, 1980 and 1981. Data were collected on actual performance as rated by the work supervisor; performance in the preliminary job interview rated by the personel officer; English and Maths grades, given at school; sociability, an impression by the form teacher; predicted WEP performance by the form teacher.

Results indicated favourable assessments of student performance by employers and favourable expectations of their performance and social skills by teachers. However, examination of school-based and work-based variables indicates that there are no practically significant relationships between these. Thus two quite distinct 'factors' characterise successful performance

in the separate settings. The results raise the question why personnel officers in a single interview are able to predict WEP performance better than can teachers who are in much closer contact with the students.

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NATHAN, Greg 83/C/84

Teacher, Student, Employer and Program Co-ordinator Attitudes to Work Experience in Selected Victorian Schools. Clayton, Victoria: Department of Psychology, Monash University, 1982 [Ph.D thesis]

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This project sought to investigate, first, the variety of attitudes and approaches existing in work experience programs, and, secondly, the attitudes of teachers, students, employers and program co-ordinators.

Profiles of work experience programs in eleven metropolitan secondary schools were compiled, revealing a wide range of approaches to the program organisation and target groups. Semi-structured interviews were conducted with the program co-ordinators in each school, and questionnaires were given to a sample of 64 teachers and 124 students in eight of the eleven schools and to 76 employers.

The study found a tendency among students, particularly males, to see vocational objectives in work experience; while teachers tended to emphasise general educational aspects. Most employers viewed it as an opportunity for students to be responsible and adaptable to the demands of the work situation; very few saw it as related to the school curriculum.

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S.A. COMMUNITY INVOLVEMENT THROUGH YOUTH (CITY) 83/C/85

1983 High Schools Program. Adelaide, S.A.: CITY (Marble Hall, Ground Floor, Railway Station, G.P.O. Box 465, Adelaide 5001), 1983

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The 1982 CITY Program was described in Abstract C57. In 1983, CITY is pursuing a new program conducting community service projects with senior school students as a means of developing their work and personal skills. The target group will be Year 11 and 12 students who have tried or are ready to enter the workforce. Ten schools are selected in consultation with the Transition Education Unit of the S.A. Department of Education.

It will be the responsibility of the youth worker attached to the Program to ensure that students develop viable, useful projects which will help them to develop their confidence, skills and sense of belonging to the community; but the development and implementation of the projects will, with guidance and support, be the responsibility of the students.

Projects could be in the areas of construction (playgrounds, landscaping, painting); service (entertainment for children or elderly people); research/education (design and production of pamphlets, for example, on road safety). But there is no limit to the kinds of projects which might be undertaken to meet community needs.

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SINKUNAS, Michael 83/C/86

The Community as a Resource: A Work Exploration Program. Adelaide, S.A.: Transition Education Unit, Education Department of S.A., 1982 [71p.]

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This project caters for a range of senior secondary students, but in particular those who tend to be unmotivated, poor achievers and disinclined to study despite, in many cases, considerable academic ability. It places emphasis on the community as a learning resource and encourages students to gain independence and direction in their learning.

The project involves visits by students to a variety of work sites, armed with sheets of questions relevant to a number of different curriculum areas. The report describes the organisation of the project, contacts with employers and other agencies and the assessment of student learning. Eight appendices provide further detail on and examples of student worksheets and journals and other aspects of the course.

The program has indicated a number of issues which need to be addressed by schools mounting similar programs. These include flexible time-tabling; credibility of the program and its staff with other teachers and the community; rewards/incentives for employers; implications for general school curriculum; the role of occupational counselling.

QUEENSLAND. DEPARTMENT OF EDUCATION. RESEARCH BRANCH 83/C/67#

Evaluation of Transition Education for Secondary Students: 1983-1984

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This project, commenced in June 1983 and continuing to early 1984, aims to take stock of all secondary transition education programs in Queensland government schools and to make recommendations on policy and practice at school, regional and departmental levels. Four categories of provision are to be included: courses within the secondary school curriculum; special provisions for particular disadvantaged groups of students; provision of support and assistance to school leavers attempting to enter the workforce; alternative courses after Year 10.

To provide a context for consideration of secondary provisions, a first step will be an overview of all types of services available to young people. The second step will be to describe programs conducted by the various Divisions of the Department of Education and by the Regional Directorates. The programs will then be evaluated on adequacy and equity. Finally, a set of recommendations will be formulated for school, region and State levels which may serve as a basis for improvement, for the development of policies and for the allocation of resources.

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TASMANIA. DEPARTMENT OF EDUCATION. RESEARCH BRANCH 83/C/88

Evaluation of the Cash Grants Scheme for Transition Education in Tasmanian Schools.

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The aim of this evaluation is to provide basic information about how the Cash Grants Scheme (CGS) operates and the programs that it has generated; to assist schools in the evaluation of their programs and planning of future programs; to provide information to the Commonwealth Department of Education for use in future planning.

Information will be collected by questionnaire to all secondary schools and by case studies of a few schools, together with information from schools' own evaluations of their programs and of the role of CGS. This will provide an overview which will be discussed at three regional seminars involving a range of people concerned with transition. A draft policy paper will then be prepared on transition education in secondary schools, including plans for implementing and monitoring such a policy. Reports are expected in December 1983.

RYAN, Susan 83/C/89

Address by the Commonwealth Minister for Education and Youth Affairs, Senator Susan Ryan, to the Australian Association of TAFE Principals, Sydney, 23 September 1983 [mimeo: 15p.]

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The need to strengthen existing industries and develop new industries in a time of technological change requires a large, well-trained and motivated workforce. For this reason, Technical and Further Education has a crucial role to play in economic recovery. The last ten years have seen a considerable increase in funding for TAFE, improvements to TAFE facilities and the broadening of its role in education. Full-time general vocational preparation for school leavers, retraining for skilled workers, adult education and special courses for migrants and Aborigines are all developing areas in TAFE colleges, reflecting changes in demand, in technology in the economy and the society. Given these changing demands and circumstances, the role of TAFE is an issue of concern not only to all those directly involved in TAFE, but also to Federal and State governments.

TAFE must continue to be responsive to diverse and changing needs, and this will involve a willingness to re-examine and, where necessary, to challenge traditional thinking and accustomed ways of operating. Some questions will need to be considered: how to work more closely with industry and at the same time stand firm against changes which would increase specialisation, reduce the chances of self-fulfilment for students or substitute 'training' for education; how to cater for the large numbers of students who now have no opportunity for 'on-the-job' training; whether the employment/education partnership of apprenticeship should be extended beyond the skilled manual trades.

The Government is now investigating the possibility of students gaining access to industry facilities for training, and this, if it comes about, could have implications for the structure of TAFE institutions. However, the Government is also committed to providing sufficient resources for TAFE as can be seen in the increased funding of 5.1 per cent for TAFE in 1984 compared with the rise of 1.5 per cent for tertiary education as a whole.

The TAFE Council has been asked to take major responsibility for the TAFE component of the new Participation and Equity Program (PEP). Probably more than any other sector of tertiary education, TAFE is accessible to disadvantaged groups in the community, but more still needs to be done. PEP will be a central part of the Government's overall framework of youth policies, including the development of a co-ordinated approach to education, training, income support and employment policies.

The paper goes on to outline the processes of consultation and co-operation in developing PEP and to mention some possible ways of improving access to tertiary education for disadvantaged groups: child care; off-campus study centres; bridging, remedial or similar courses; a review of credentials for access to courses. These policies also have implications for the style of teaching and the training of teachers.

Further indications of Government support for TAFE are to be seen in 1984 expenditures: $126m. on capital works; $30.6m. for staff development and other improvements; $10.6m. to buy technologically advanced equipment. Ultimately, however, the effective contribution of TAFE to participation and equity will depend on the enthusiasm of staff and the quality of courses.

DAVIS, Denis J. and Greg WOODBURNE 83/C/90

Interventions in Transition. An evaluation of the TAFE Response in Six Australian Regions to the Commonwealth School to Work Transition Program. Sydney, NSW: Centre for Research in Education and Work, School of Education, Macquarie University, February 1983 [mimeo:220p.]*

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This was one of the eight projects commissioned by the Commonwealth Department of Education in 1981 from the funds set aside for evaluation of transition programs. The first chapter provides an overview of the social and economic circumstances within which the Transition Program was established, pointing out the rising levels of youth unemployment and the assumption prevailing that a root cause of this was a mismatch of youth with jobs rather than a lack of jobs. Hence the emphasis on upgrading the work skills of those groups of young people most likely to experience unemployment. TAFE and the schools were the main instruments of the policy and programs, TAFE being concerned with unemployed school leavers. The chapter goes on to describe the administrative structures, the financing of the program and the Guidelines for TAFE. It mentions the ambiguities and anomalies inherent in the Guidelines, which inevitably affected TAFE Transition programs and their aims. TAFE Transition also inherited some existing groups of programs such as EPUY, while others emerged as a result of the Transition Program. This report groups the programs in three categories: EPUY, pre-employment (non-trade) and pre-apprentice/pre-vocational (trade-based). The chapter concludes with some discussion of some of the problems arising from providing financial support for transition students and with an assessment of the growth of transition programs. It points out that, compared with other government intervention programs such as SYETP, Transition (education-based) programs are almost peripheral in their penetration, covering at most 8 per cent of male and 6 per cent of female 15-19 year olds.

Chapter 2 deals with the criteria for evaluation of the TAFE Transition Program, emphasising that it cannot and should not be judged solely - perhaps even mainly - on its employment outcomes. Other less quantifiable outcomes may be as or more important, but they are less subject to measurement. The transition programs have as part of their aims the intention to lift morale, improve job market competitiveness and change 'people's transition tracks' set by home, school and early job market experience. The chapter discusses the influence of these three factors on student outcomes and briefly describes the British, German and American models of interaction between school and work. It makes four important points about the transition process: that the process is a long one and TAFE programs, coming at the end of it, cannot be expected to reverse entrenched inequities; that it inter-relates the work/responsibilities of different agencies (TAFE, schools, industry, society) and thus requires a comprehensive and co-operative approach (not very evident); that the Transition Program (and education) is being unfairly asked to step into the vacuum left by the disappearance of full-time 'transition' jobs for early school leavers; that there is growing a fatalistic attitude that there will not be full-time employment available for all those who want it. These considerations reinforce the observation

* In press with AGPS

that transition programs cannot be evaluated solely on employment outcomes.

Chapter 3, on the Design, Methodology and Control of the study explains the reasons for adopting a regional approach and for choosing the six particular regions studied: Toowoomba (provincial rural); Newcastle (in 1981, the centre of a rising industrial boom); Canberra (a unique area); North Melbourne (light industrial centre with a high ethnic population); Huon/Hobart (depressed rural community near a metropolitan labour market with high levels of unemployment); Fremantle/Kwinana (a modern capital intensive industrial area feeling the effects of substantial retrenchments). Chapter 4 describes the six regions: their industrial bases and labour markets; unemployment; population levels and ethnic composition. It makes the point that the problems of transition, and therefore the nature and direction of programs, differ between regions.

Given that the Transition Programs are aimed at those groups of youth particularly disadvantaged in both schooling and labour market experience, Chapter 5 examines how far the Programs are reaching this target population. It looks first at these young people in terms of their average length of schooling and length of unemployment, and then briefly considers other characteristics: such as age distribution, family and financial support, gender and non-English-speaking background.

Chapter 6 confirms from this study the findings of earlier studies that in terms of employment outcomes not only are the levels of employment of participants in the Program low, but the Program has been a waste of resources. However, these conclusions must be highly qualified by consideration of other purposes for the programs (such as improving morale and living skills); of regional employment levels and of the particular backgrounds of participants. These are discussed in the chapter. Chapter 7 discusses objectives and benefits of the Program as perceived by staff, employers and the participants; and Chapter 8 looks briefly at some differing regional approaches, reflecting differing needs, structures and organisations as well as different views of the aims of the Program.

Chapter 9 considers some of the problems and issues arising for design of courses from the lack of any definitive theoretical basis on which to decide desirable course content, and suggests that this lack lies behind interest being expressed by TAFE transition teachers in the generic skills approach. The chapter discusses some of the constraints on course design and then the arguments for and against the generic skills approach. It questions the practicability of this approach: whether the desirable behaviours are really 'transferable skills' and whether such 'skills' anyway can be taught in a generalised rather than in a specific context.

Chapter 10 considers the partnership between the local TAFE college in running the program and the CES office in selecting students, reviewing the difficulties of the relationships and the frictions which arise. In spite of these, it has been one of the benefits of the Program that it has brought together persons from different disciplines and different bureaucracies to deal with a common problem. In most regions, the partnership is becoming consolidated on a sensible 'give-and-take' basis and by increasing communication between the partners.

The final chapter sums up and makes some observations, concluding on balance that the Program has been a worthwhile intervention. However, it goes on to point out the lack of comprehensiveness - the fragmentation - of the intervention; developing 'conflicts of interest' among the various institutions and departments involved; the need for co-ordination. It makes five suggestions for a regionally based, comprehensive and co-ordinated program, using present administrative structures as a base.

BAKER, Paul 83/C/91

The NSW TAFE Transition Program. Report on Achievements since 1980: The Immediate Future. Sydney, NSW: TAFE Transition Unit, NSW Department of TAFE, June 1983 [mimeo: 11p.]

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This paper provides an overview of what has been achieved in the NSW TAFE Transition Program since 1980 and goes on to look at future needs and directions. NSW TAFE Transition Programs began in 1980 with about 145 courses and 2,100 students in 48 TAFE colleges. In 1983 there are 295 courses catering for 4,500-5,000 students in nearly 90 colleges. In addition, up to 20,000 secondary school students benefit from link courses. The paper outlines the types of courses and the co-ordination and co-operation between different agencies which have been demonstrated. The courses are providing opportunities and satisfaction for students and the demand is increasing. Moreover, NSW TAFE Programs cater for women in approximate proportion to their representation in the ranks of the unemployed. In 1982, about 58 per cent of all students were women and girls.

Yet there are also limitations. For lack of funding, only one in twelve of registered unemployed youth have been given the opportunity of a course. There are also the questions of the unemployment and other conditions of eligibility for a TAFE Transition Course and the relationship of these with conditions for other courses. For the young person, the scene is confusing and counselling inadequate. The piecemeal nature of different offerings has meant that young people sometimes find themselves in unsuitable courses. Two other gaps are apparent: the need for further opportunities for girls and the desirability of using the expertise and experience of course teachers/co-ordinators. At present these are temporary and often part-time appointments. Programs for young people need to be developed as a whole and especially at the local level.

The paper surveys some evaluations of courses and programs which have indicated the positive achievements. It goes on to look at the future, noting the increasing numbers of young people entering the labour market (until about 1987) and the fact that the Transition Program has affected comparatively few unemployed youth. It needs to be recognised that young people need access to appropriate opportunities and sometimes to more than one. It is a cause for concern that decisions about the future of current programs may be taken on limited and generalised information. A comprehensive review of all programs (not just Transition) at Federal and State levels should precede decisions about future directions, and a framework for adequate co-ordination needs to be set up. Attention needs to focus on the qualitative management of programs: co-ordination; relationships; links between different kinds of opportunities; individual needs.

BARTON, David, Patricia MORAN and Leigh RUSTOMJI 83/C/92

Issues for Discussion. Report No. 1. Sydney, NSW: Transition Education Team, Curriculum Services Division, NSW Department of Technical and Further Education, 1983 [44p.]

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This is the first report in a series based on a number of case studies undertaken by the Transition Evaluation Team between July 1981 and December 1982. This report comprises four separate papers: Taking the Issues Further, Project Based Training Courses and A Starting Point for Course Design. The first paper summarises the issues seen to arise from two examples of Works Skills Courses: the Office Practice Skills Course at Partlett College and the Mechanical Skills Course at Tamar College. Positive and negative outcomes for each of these courses are listed and key problems and issues discussed. These are seen to arise in a number of areas, the first of which is the approach selected in determining courses. This has essentially been a pragmatic one, providing courses in the light of their attractiveness to students and employers. Other approaches, such as seeking to provide particularly for disadvantaged groups have not received the same attention.

The paper goes on to discuss issues and problems arising from recruitment/selection of students (the need for TAFE to become more directly involved); employment prospects of Works Skills Courses (the need to be conscious of changing labour markets); co-ordination of programs (the lack of adequate liaison/communication, particularly at the local level); relationships between TAFE Colleges and Transition Programs (control and use of resources, staffing, the learning environment, course structure and content); the role of the Transition Unit (pressures of time and insecurity of ongoing funding).

The second paper deals with the experiences gained from a Transition Education Landscape/Construction Course in Sydney (see Report No. 3). It gives an outline of the course: a project based course which, over a 13-week period, was involved in the construction of a children's adventure playground and the associated landscaping work. The positive and negative outcomes of the course are listed and issues discussed, emphasising the importance for such courses of adequate planning, liaison with other agencies and flexibility.

The third paper, Introduction to the Australian Workplace, raises ideas and issues arising from this project for non-English speaking (Vietnamese) young people in Liverpool (see Report No. 2). It describes the development and planning of the course and the course content and then discusses issues arising in course content, staffing and other resources, teaching methods and assessment.

The fourth paper, A Starting Point for Course Design, is intended to assist persons wishing to set up a course or to review an existing course. It emphasises the need to clarify and substantiate the intended outcomes of the course for the students. The discussion covers the rationale for the course; the factors influencing course design; the relationship of the course to further training/education opportunities and to the student group. It is no longer sufficient to design a course around the needs of industry, when jobs are not available. There needs to be a fresh approach to the question of what represents satisfying outcomes for students.

BARTON, D. 83/C/93

Introduction to the Australian Workplace. A Special Initiative Transition Education Course for Young People from Non-English-Speaking Backgrounds. Report No. 2. Sydney, NSW: Curriculum Services Division, NSW Department of Technical & Further Education, November 1982 [142p.]

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The first two chapters of this report provide information on the Liverpool community and the education and other services in the area. Liverpool in many ways typifies modern Australia. On the fringes of Sydney, it is highly urbanised but yet retains varied rural pursuits. It is also near three Migrant Centres which, since 1978, have catered mainly for Indo-Chinese immigrants. It has a higher proportion of young people than any town/city in Australia: 50 per cent of citizens under 25 years and 75 per cent under 40 years. Many of the young people have been early school leavers and vulnerable to worsening unemployment. Of these, migrants handicapped by language difficulties are particularly disadvantaged.

This pilot course, Introduction to the Australian Workplace, was developed as part of the Transition Program to meet the needs of unemployed migrant youth, providing knowledge of work-related English and work-related skills and attitudes. It was, as a pilot course, aimed particularly at the needs of one ethnic group, Vietnamese youth. For the first time in NSW, the community was involved in the organisation and delivery of the course through the establishment of a local reference Committee which could provide advice and help with co-ordination in areas such as selection procedures, publicity, job placement, evaluation. The Committee comprised a Vietnamese community representative; the TAFE principal and staff; the course co-ordinator and staff; the CES; student representation.

The course was bi-lingual, designed to help unemployed migrant youth (with a common first language) to improve their English, to give them an understanding of Australian society, culture and customs, and to introduce them to various occupations, some practical job experience and some TAFE vocational courses. The first four weeks of the 12-week (5 days a week) course provided a non-threatening induction period during which the individual needs of students could be assessed. Course topics were Working in Australia; Australian Society; Social and Living Skills; English Language; Numeracy; Vocational Experience. At the end of the course, students received a booklet giving details of their studies and achievements and levels of English and mathematics.

The report goes on to discuss selection procedures (designed on the advice of Vietnamese community representatives) and gives a profile of the students and their backgrounds and needs. Further chapters detail assessment procedures, teaching approaches and course content. Chapter 5, Perceptions, is a collection of material from discussions, interviews and small surveys, recording the views of teachers, students and community and organised round issues such as selection-recruitment; student needs; course structure and content; the local reference group; employment; aspects of the course itself. Chapter 6 provides a listing of key points which summarise the positive and negative outcomes of the pilot course. The final chapter discusses some considerations for the future. The sixty pages of appendices provide lists of references and other detailed information about the course and students.

. RUSTOMJI, Leigh 83/C/94

Project-Based Training Courses. A Report on a Transition Education Landscape/Construction Course in Sydney. Report No. 3. Sydney, NSW: Transition Evaluation Team, Curriculum Services Division, NSW Department of Technical and Further Education, 1983 [45p. + appendices]

. RUSTOMJI, Leigh

Office Skills Training. A Report on a 1981 Transition Education Work Skills Course in Sydney. Report No. 4. Sydney, NSW: as above, 1983 [62p. inc. 12 appendices]

. BARTON, David

Mechanical Skills Training. A Report on a 1981 Transition Education Work Skills Course in Sydney. Report No. 5. Sydney, NSW: as above, 1983 [65p. inc. 18p. appendices]

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These three reports, together with Report No. 2 (see Abstract 83/C:93) are case studies of the Transition Programs which provided the experience and material for the discussion of issues in Report No. 1. Each report covers the background to and methodology of the study; the geographical and other circumstances; the participants; the organisation of the program; perceptions of the program; outcomes and issues for consideration.

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BARTON, David and Leigh RUSTOMJI 83/C/95

1981 Work Skills Program. Description of the 1981 Work Skills Program and Student Population and a Follow-up Study of these Students. Report No. 7/8. Sydney, NSW: as above, August 1983 [29p. + Appendices]

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In March 1981, 40,100 young people were unemployed in NSW, of whom an estimated 3.7 per cent participated in TAFE Work Skills Programs. The two papers in this report provide information on these students. The first paper, A First Look, presents the findings of a questionnaire survey. It gives information about the Work Skills Program and an overview of the characteristics of students participating: age, work experience, ethnic backgrounds, educational qualifications/levels.

A Second Look reports on a follow-up study three months later. It found that 64.4 per cent of former students completed their course; 55 per cent were in employment (9 per cent, part-time); 42 per cent were unemployed; over three-quarters were satisfied with the course and many had found the skills useful in gaining and carrying out employment.

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TAYLOR, N. and K.K. McNAMARA 83/C/96

Predicting Performance in the Full-time Accounting Certificate: A Test of the WKC (Word Knowledge Test). Research Report. Sydney, N.S.W.: Student Counselling Service, NSW Department of Technical and Further Education, February 1983 [39p.]

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This study began as an attempt to predict which students were more likely to be successful in Stage 1 of the Full-time Accounting Certificate, but developed into an evaluation of the Word Knowledge Test (WKC) as a predictor of student success. In first term 1982, the 131 students completed a biographical questionnaire, a general intelligence test (Otis Higher B) and the WKC. Half of the students were born overseas and used English as a second language.

Results showed that the WKC was an adequate predictor of a student's ability to cope with the course. Overseas born students scoring below the prescribed level of 40 per cent are unlikely to pass the courses. However, it was also found that other resources - such as intelligence - could compensate for poor English competence, so that the use of WKC alone as a screening device could exclude some potentially successful students from TAFE courses.

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TAYLOR, N. 83/C/97

Prediction of Performance in the Automatic Mechanics Course. Research Report. Sydney, N.S.W.: Counselling Research Unit, NSW Department of Technical and Further Education, May 1983 [19p.]

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This report is the last in a series of prediction studies commenced in 1982. In these studies information was collected on students when they entered various courses at Sydney Technical College and then this information was related to their performance in their course.

In this study on Automotive Mechanics students, it was found that performance was related to prior educational performance, and results of standard psychometric tests (WKS, Otis, Maths.). It was also found older students and students who see their job as related to the course also perform better. A weighted combination of three variables formed the best set of predictors of average mark across the eight modules. These three variables were, the Maths Test, Raw Otis Score and Age.

Tables of expected scores were generated using a number of predictors singularly and the best set of predictors. These tables could be used by counellors advising students or teachers to identify those in need of extra tuition.

KHAN, Shahid 83/C/98

An Investment in the Future: Broad Based Education in Queensland. Brisbane, Queensland: Curriculum Branch, Division of TAFE, Department of Education, June 1983 [36p. inc. 4p. appendices]

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This paper sets out to describe the development of broad-based training and education in pre-vocational courses in Queensland, the way they provide skills appropriate to a range of occupations and the benefits derived by students from these approaches. Broad-based pre-vocational education has developed in response to changing industrial and occupational requirements. It is a recognition that narrow vocational training is no longer appropriate; that individuals possess a range of abilities which, if developed, will allow them to adapt to a range of occupations and at the same time enhance their personal satisfaction. In short, broad-based programs aim to help participants become adaptable and flexible potential employees by developing a range and depth of vocational knowledge and skills on which recurrent education/training can then build.

Section 2 of the paper describes the development of the courses from the original 1976 guidelines. The Engineering/Construction Course is given as an example. In this students spend an orientation period of general education designed to develop self-esteem as well as social, communication and leisure skills. Students then choose an 8-week program of either Construction or Engineering. The final module deals with the specialist knowledge and skills required by 6 groups of occupations. The total program requires 36-39 weeks of about 35 hours per week.

The paper goes on to discuss some of the difficulties which have been faced in the operation of the courses. Changing the attitudes of the different types of teachers involved in such courses has required a number of measures to bring trade teachers and liberal studies teachers into contact and encourage them to face issues together. For various reasons such as demands by industry and inadequate numbers of places on courses, TAFE has been unable to implement its policies on open access. In addition, changes in recruitment procedures and eligibility conditions have resulted in a much wider range of student abilities in each course and many transition students with low motivation drop out. Student expectations of being provided with trade skills and preparation for apprenticeships have also been an issue. For similar reasons, there is a considerable drop-out rate of students leaving to take apprenticeships or other jobs as opportunity offers. Students who enter these courses are generally highly motivated, many towards specific careers. However, two categories of students have difficulties: those who have been encouraged by CES to participate and those with false expectations of the course. The paper discusses the problems presented by these students.

In its conclusion, the paper emphasises the fact that employers appear to be particularly satisfied with young people who have participated in these courses.

GROSVENOR, J.S. and D.J. HOUSTON 83/C/99

Transition Education in South Australian TAFE: A Policy Review. Vol.1-3. Adelaide, S.A.: Research Branch, Department of Technical and Further Education, May 1982 [390p. Vol.1]

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The three volumes of this report derive from a project which investigated the whole transition education program, with a special interest in policy. Through a case-study outline of the 1981 program, the report identifies issues of significance to the Department's policy and management of the program; policies which have applied; processes through which policies have been formulated. Vol. 1 of the report details the Department's 1981 transition education program and developments leading up to it. Volume II provides theoretical perspectives on the Department's policies and policy processes. Volume III details the project's aims and methodology.

The nine chapters of this report are divided into two parts: Part A, focusing on developments before 1981, deals with the mobilisation of transition education (policies and practices); Part B is concerned with the 1981 Transition Education Program. Chapter 1 deals with the structures, organisations and policies of the Department of TAFE. The following three chapters outline courses previously offered to young people, the developing relationship between State and Federal policies and the introduction of the 1980 transition education program. Chapters 5 and 6 cover the planning for and a broad outline of the 1981 transition education program. Chapter 7 provides an overview of the courses and support programs making up the 1981 Program, and Chapter 8 describes the contributions of various sections of the Department and the effect on the Department of participation in the Program. Chapter 9 summarises the findings and discusses the implications.

A number of issues emerged from the study. Criteria for selection of students and conditions for eligibility for some courses have been changing in a way which may be to the disadvantage of the original target groups. In the case of transition allowances paid to students, the study found that not all participants in the courses were eligible and the mechanics of payment tended to be complex and unsatisfactory. Differing student capacities in literacy and numeracy have also presented problems as have increases in class sizes. Other issues raised have centred on adequate insurance for transition students engaged in work experience, the provision of equipment, the methods of staffing courses.

The relationship of transition education with other TAFE courses has raised a number of problems, as has with the relationship between TAFE and secondary education, particularly in link courses. At the State level, issues include the future of the five-year Commonwealth program, the role of the State Steering Committee, evaluation and staffing. The report concludes that the development of broader and long-term policies looms as the most pressing concern for transition education in South Australian TAFE.

KOPIJ, Sunon 83/C/100

Environmental Conservation and Maintenance Course Report, Rottnest Island, Winter 1982. Perth, W.A.: Transition Resources, Technical Education Division, Education Department, January 1983 [105p.]

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This nine-week course was designed to help young unemployed people develop skills related to environmental conservation and maintenance, but also to foster independence and self-reliance in a residential group situation. The first two weeks of the course were spent in technical college work in Perth, the next six on Rottnest Island and the final week again in Perth. Following contact with potential employers on the Island, the project officer compiled a list of possible work experience opportunities from which students could choose their areas of interest. The Report describes in detail the preparation and planning of the course.

A substantial section of the report is a Diary kept by the project officer, giving brief profiles of the students and then a day-by-day account of activities and experiences. A further section provides an evaluation of the course, including some comments from students and parents. The report concludes with some comments on how future courses might use the experience of this one to provide a still better experience for students. The almost 50 pages of appendices give details about the course, its planning and preparation.

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GOLDSWORTHY, David 83/C/101

Esperance Cereal Harvesting Course. October 25 - December 17, 1982. Perth, W.A.: Transition Resources, Technical Education Division, Education Department, May 1983 [mimeo: 12p.]

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This is the report of an eight-week community based training project conducted in Esperance as a Transition Program, in response to a locally identified need for competent farm machine operators. The course involved maintenance and care of farm machinery; operation of various units of farm machinery; basic farm safety. For the first four weeks, the 13 students were given practical workshop experience and were then based with carefully selected farmer/trainers for the second four weeks.

The paper describes the origins and organisation of the course and describes the problems encountered (7 students left to take jobs in the first four weeks). From the experience gained, the paper makes eleven recommendations covering such things as community involvement, timing, workshop experience, course structure, student allowances and selection of trainees.

In conclusion, the report recommends that the course be repeated, arguing the high level of community support offered to this first course and suggesting particular conditions for the establishment of similar courses in country areas.

GOLDSWORTHY, David 83/C/102

Joint CYSS/TAFE Education Program for Unemployed Youth. Term III, 1982. Perth, W.A.: Transition Resources, Technical Education Division, Education Department, January 1983 [mimeo: 13p.]

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This paper describes an EPUY course organised co-operatively by TAFE and CYSS in Fremantle, W.A. as a TAFE outreach program based in the CYSS centre and lasting 10 weeks. The course aimed to develop the skills of young unemployed people (particularly the long-term unemployed) so as to enhance their capacity to live and work in the society. The course was designed to attract girls and covered areas such as citizens' rights, job preparation, typing, office practice, book-keeping, clothing construction, personal development, literacy and numeracy and consumer law. Late funding resulted in the course having to begin with an unintended rush in Term III, 1982.

The paper describes the organisation and content of the course; it discusses some of the problems encountered and briefly assesses the outcomes. Reactions of students were favourable and many of them planned to undertake other TAFE courses in 1983. The paper concludes with some recommendations for improving the course in 1983.

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GOLDSWORTHY, David 83/C/103

Part-time EPUY. Letting Go but Gently. Perth, W.A.: Transition Resources, Technical Education Division, Education Department, December 1982 [5p. + appendices]

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Part-time EPUY courses have been established in W.A. for two reasons: as follow-up courses for students who had already done an EPUY course; as a means of allowing students to look for work while undertaking the course. These courses are funded term by term and take up 8 hours per week. They are generally based in TAFE colleges and the content designed to suit local conditions and needs. Some have focused on job creation. The paper outlines recruitment procedures and relationships with CYSS projects, and gives details of where these courses have been conducted. Appendices give further information.

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GOLDSWORTHY, David 3/C/104

. Summary Report. Term 3 1982. EPUY Courses. Perth, W.A.: Transition Resources, Technical Education Division, Education Department, March 1983 [mimeo: 17p. + appendices]

. Foundation for Employment Courses. Second Semester + 1 year Courses. Co-ordinator Reports. An Annotated Summary. Perth, W.A.: as above, March 1983 [mimeo: 25p.]

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These summary reports have been compiled from information contained in course co-ordinator reports. They are intended to provide an overview of some recent developments in TAFE Transition Courses in WA and may be of interest to persons planning courses and to administrators as well as to those currently involved in such courses.

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DURLING, Janet E. 83/C/105

Let's Talk TAFE. TAFE Development Program. A project to promote and improve public awareness of TAFE in the Northern Territory. Darwin, N.T.: Counselling Centre, Darwin Community College, 1983 [39p. + appendices]

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This is a report of a project conducted between 1980 and 1982 with the aim of promoting public awareness of TAFE in the N.T. and increasing student numbers. The first task of the TAFE Development Officer appointed for the project was to increase the College's own awareness of the need to provide adequate and continuing information to the public about courses through brochures and displays. Attempts were made also to devise new courses to meet differing community needs. The Development Officer also built up a network of contacts throughout the whole community and became personally known as a source of information and help. Attention was particularly given to high school liaison, so that students and parents could feel themselves fully informed on opportunities and requirements in TAFE.

The paper goes on to discuss ways of 'marketing' TAFE to particular groups: Aborigines, the physically handicapped, migrants, isolated rural residents, women. Various surveys have been made to determine reasons for students enrolling in TAFE and in particular courses. Financial aspects of producing materials are dealt with, as well as elements of marketing policies; and the paper concludes with the Do's and Don'ts of setting up a TAFE Course Awareness Program. Appendices provide further information on TAFE students, equal opportunity programs and marketing strategies.

The program has been successful in increasing both awareness of TAFE courses and the numbers of students enrolling.

HASLEM, J. 83/C/106

EPUY: An observation of three programs and their students - Phase II of a research project on EPUY. Hobart, Tasmania: Research Branch, Department of Education, 1983 [see also Abstract 83/C:33]

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This study is being conducted in the north and north-west of Tasmania to investigate the correlation between current EPUY courses with the stated objectives of EPUY: development of literacy and numeracy; enhancement of labour market chances; social development of participants.

Fifty-eight participants were interviewed and given standard literacy/numeracy tests at the beginning and end of the program. Course co-ordinators, sponsoring institutions and members of involved community groups were also questioned.

The study has found that participants did not have advantage in the gaining of jobs but were more prepared and willing to take further suitable courses. Improvement in literacy/numeracy was minimal. There was little community involvement in the program and the method of running courses does not allow for development of support systems.

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AUSTRALIA. TECHNICAL AND FURTHER EDUCATION TEACHERS' ASSOCIATION (TAFETA) 83/C/107

Submission to the TAFE Council, Commonwealth Tertiary Education Commission and Federal Government for the 1985-87 Triennium. Canberra: TAFETA, October 1983 [42p.]

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This submission makes recommendations and suggestions on the Commonwealth role in TAFE (limitations of); recurrent funding (the need for a review); Participation and Equity Program (need for increase in resources); the capital works program (restoration to 1981 levels necessary); equipment for technological change (methods of participating and identifying needs); libraries (need for a report on the current position); Aboriginal education (appointment of a nominee of the National Aboriginal Education Committee to the TAFE Council). Apprenticeship is to be the subject of a further detailed study and submission. The report also deals with adult education and women in TAFE.

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# ABSTRACTS

## SECTION E

## Periodicals

November 1983

AUSTRALIA

1. ANZJS. The Australian and New Zealand Journal of Sociology. The journal of the Sociological Association of Australia and New Zealand. Vol. 19, No. 2, July 1983 [181p.]

   . WILLIAMS, Claire. The Work Ethic, Non-Work and Leisure in an Age of Automation [p.216-237]

   . CARPENTER, Peter and John WESTERN. The Facilitation of Attainment Aspirations [p.305-318]

2. Australian Bureau of Statistics, Canberra

   . Suicides, Australia 1961-1981 (including historical series 1881-1981) Cat. No. 3309.0, April 1983 [23p.]

   . Digest of Current Economic Statistics. Australia, May 1983. Cat No. 1305.0, July 1983 [8p.]

   . Australian Demographic Statistics Quarterly. December 1982. Cat. No. 3101.0, July 1983 [24p.]

   . Transition from Education to Work. Australia May 1982. Cat. No. 6227.0, July 1983

   . Digest of Current Economic Statistics, Australia June 1983. Cat. No. 1305.0, August 1983

   . Characteristics of Persons Looking for Work Australia July 1982 (previously Persons Looking for Work). Cat. No. 6222.0, August 1983

   . Labour Force Status and Educational Attainment, Australia, February 1983 (Preliminary). Cat. No. 6240.0, August 1983

   . Methods of Obtaining Jobs, Australia, July 1982 (Preliminary). Cat. No. 6244.0, August 1983

   . Persons not in the Labour Force, Australia (Including disadvantaged jobseekers), March 1983. Cat. No. 6220.0, August 1983

   . The Labour Force. Australia, July 1983 (preliminary estimates). Cat. No. 6202.0, August 1983

   . Transition from Education to Work, Australia May 1983 (Preliminary). Cat. No. 6241.0, August 1983

   . Colleges of Advanced Education. Australia 1982 (Preliminary). Cat. No. 4205.0, November 1982 [6p.]

   . Australian Families, 1982 (Preliminary). Cat. No. 4407.0, December 1982 [10p.]

   . University Statistics Australia 1981. Cat. No. 4208.0, March 1983 [54p.]

   . Alternative Working Arrangements, Australia. March to May 1982. (Preliminary). Cat. No. 6340.0, March 1983 [10p.]

   . Census 81 - Education Qualifications. Cat. No. 2149.0, April 1983 [31p.]

   Question 20 in the 1981 Census of Population and Housing, asked of all persons 15 years of age and over, was designed to obtain

information on the highest education qualification achieved since school. This information paper briefly discusses the background to the question, explains the coding procedures and data classifications.

. Job Vacancies. Australia. May 1983. Cat. No. 6231.0, June 1983 [5p.]

. University Statistics Australia, 1982 (Preliminary). Cat. No. 4207.0, September 1982 [7p.]

. Labour Mobility, Australia, February 1983 (Preliminary). Cat. No. 6208, September 1983 [4p.]

. Labour Force Experience. Australia, During the year ending February 1983 (Preliminary). Cat. No. 6205.0, September 1983 [5p.]

. Digest of Current Economic Statistics, Australia July 1983. Cat. No. 1305.0, September 1983 [8p.]

. Income and Housing Survey. Income of Individuals, Australia 1981-82 (Preliminary). Cat. No. 6501.0, September 1983 [13p.]

. Labour Force Experience Australia during the period February 1981 to February 1982. Cat. No. 6206.0 [24p.]

. Australian Demographic Statistics March Quarter 1983. Cat. No. 3101.0, September 1983 [20p.]

. Job Vacancies, Australia. August 1983. Cat. No. 6231.0, September 1983 [4p.]

. Career Paths of Persons with Trade Qualification Australia September to November 1982 (Preliminary). Cat. No. 6242.0, September 1983 [6p.]

. Characteristics of Persons Looking for Work Australia, July 1983 (Preliminary). Cat. No. 6221.0, October 1983 [4p.]

. The Labour Force, Australia, September 1983 (Preliminary Estimates). Cat. No. 6202.0, October 1983 [10p.]

. Digest of Current Economic Statistics, Australia August 1983. Cat. No. 1305.0, October 1983 [8p.]

3. Australian Association for Adolescent Health Newsletter (Canberra College of Advanced Education Health Service, P.O. Box 1, Belconnen, A.C.T. 2616), No. 17, September 1983 [52p.]

. MEARES, Russell, Claudia KRAIUHIN and Jean BENFIELD. Adolescent Suicide [p.3-5].

4. ACE News. Australian College of Education, Vol. 2, No. 2, August 1983 [6p.]

. BEARE, Hedley. Big changes with job moves [p.3]

5. ACER Newsletter. The Australian Council for Educational Research. No. 48, July 1983

. ROSS, Ken. Social Area Indicators of Educational Need [p.1-2]. See Abstract

6. Australian Bulletin of Labour. A quarterly publication of the National Institute of Labour Studies Incorporated, Flinders University. Vol. 9, No. 4, September 1983 [310p.]

   . BROWN, W.J. and L.J. ROWE. Industrial Relations in Australia: The need for change [247-287]

7. The Australian Economic Review. Institute of Applied Economic and Social Research, University of Melbourne. 2nd Quarter, 1983 [76p.]

8. Australian Educational Researcher (AARE). A publication of the Australian Association for Research in Education. Vol. 10, No. 2, June 1983 [54p.]

   . CAMPBELL, W.J. Towards Intervening More Effectively in Educational Matters. Radford Memorial Lecture 1982 [p.5-13]

   . POOLE, Millicent E. Influences on Job Choices of Young Women and Girls - Problems of Technological Change [p.24-46]

9. Australian Journal of Psychology. Australian Psychological Society. Vol. 35, No. 1, April 1983 [120p.]

   . RUMP, E.E. A comment on Dowling and O'Brien's 'Employed' and 'Unemployed' groups [p.89-90]

   . DOWLING, Peter and Gordon E. O'BRIEN. The Work Values of Unemployed and Employed Youth: a Reply to Rump [p.91-96]

10. Australian Journal of Social Issues. Australian Council of Social Service. Vol. 18, No. 3, August 1983 [232p.]

    . BLAKENEY, Michael, Shenagh BARNES and Jill McKEOUGH. Gender Advertising: the Self-Fulfilling Prophecy? [p.171-181]. The socialising role of advertising is discussed in the contect of gender bias.

    . WYNDHAM, Diana. Australian Women: As Advertised versus the Real Thing [p.182-190]

11. Australian Rehabilitation Review. Journal of the National Advisory Council for the Handicapped (NACH). Vol. 7, No. 2, 1983 [97p.]

    . BROWN, Henry W. Employment creation for disabled persons - changing attitudes in society [p.16-20]

    . DON, Robert. Vocational rehabilitation - an integrated approach to assessment, training and placement [p.21-26]

12. Australian Society. A magazine of social issues (120 Johnson Street, Fitzroy 3065). Vol. 2, No. 7, 1 August 1983 [48p.]

    . McLEAN, Ralph. City limits [p.17-18]. (Progressive local governments are finding that today's problems are a lot more intractable than yesterday's)

    . CASS, Bettina. The numbers games [p.19-23]. (Official measurements have distorted the picture of joblessness).

13. Australian Society (as above). Vol. 2, No. 8, 1 September 1983 [48p.]

    . SANDERCOCK, Leonie. Work and Play. The Architect, the Bee and the Space Invaders [p.13-18]. (The prospects and choices for work and play in a world in transition from the old industrial order to a new and frightening electronic era).

    . ROE, Jill. History's lessons [p.19-21]. (Public policy on employment is as unprepared and ill-equipped as it was in the 1930s).

14. The Australian Teacher. Australian Teachers' Federation in collaboration with State Teachers' Federations. No. 5, September 1983 [32p.]

    . The Australian Teacher asks Curriculum questions [p.9-24]. Short articles defining key words and phrases used in the curriculum debate)

15. Bulletin of Labour Market Research. Bureau of Labour Market Research. Department of Employment and Industrial Relations, Canberra. No. 8, August 1983 [22p.]

    . ROBINSON, C. International Differences in Measuring Unemployment [p.16-18 + 4p. tables]

16. Commonwealth Employment Service Statistics. Department of Employment and Industrial Relations. Issue No. 1, June Quarter 1983 [50p.]. See Abstract 83/D:34

17. Educational Administration Review. The Bulletin of the Australian Council for Educational Administration. Vol. 1, No. Autumn 1983 [61p.]

    . MULFORD, Bill. The First Step for School Leaders: Attain a Co-operative Effort [p.53-56]

18. Education News. Journal of the Australian Department of Education and Youth Affairs. Vol. 18, No. 5, July 1983 [54p.]

    . Doing more for Youth. The Commonwealth Minister for Education and Youth Affairs, Senator Susan Ryan, spoke to Richard Scherer about her task and views on education [p.31-33]

    . The Work Resources Centre [p.48]

19. Education News (as above). Vol. 18, No. 6, September 1983 [55p.]

    . A Counter-attack for Public Education. A slightly edited version of a speech given by the Minister for Education and Youth Affairs, Senator Susan Ryan, to the annual conference of the Queensland Teachers Union in June [p.44]

    . ISLES, Tim. Allowances. Teasing out the issues [p.46]

20. Impact. Australian Council of Social Service. Vol. 13, No. 3, July 1983 [35p.]

    . MENZIES, Colin. A discussion on the Community Employment Program Guidelines [p.18-19]

21. JAE. Journal of Advanced Education. Official magazine of the Federation of College Academics. Vol. 6, No. 6, July 1983 [8p.]

. ANDERSON, D. Inequalities of Access to Post-Secondary Education. (An edited version of a paper which Dr Don Anderson gave to the Victorian Fabian Society Conference, April 1983) [p.4-5]. See Abstract 83/AB:130

22. Justice Trends. Catholic Commission for Justice and Peace (2nd Floor, 154 Elizabeth Street, Sydney). No. 30, July 1983 [12p.]

Contains reports of May 1983 meeting of Catholic Commission for Justice and Peace

23. Justice Trends (as above). No. 31, September 1983 [12p.]

24. The Australian Journal of Education. Australian Council for Educational Research (ACER). Vol. 27, No. 2, August 1983

. SKILBECK, Malcolm. Education and Change in South Australia [p.99-110]

. KEEVES, J.P. A Reply to Malcolm Skilbeck [p.111-120]

25. Response. National Women's Advisory Council. No. 6, August 1983 [8p.]

. Have Times Changed? [p.5]

26. UNESCO Review. Australian National Commission for UNESCO. No. 8, May 1983 [24p.]

The National Conservation Strategy is discussed.

27. Unicorn. Bulletin of the Australian College of Education. Vol. 9, No.3, August 1983 [106p.]

. BUDBY, J.R. Aborigines and Schooling [p.202-211]. (This article consists of selections from an educational project for a higher degree)

. National Aboriginal Education Committee Rationale. Aims and Objectives in Aboriginal Education (Introduction by J.R. Budby) [p.212-217]

. BUCKNALL, J.R. Community and Curriculum [p.218-224]

. MOIR-BUSSY, A. School for Aboriginal Children in the Northern Territory: Problems and Achievements [p.225-231]

. MacNEILL, C.N. Incorporating Aboriginal Culture Studies into the Curriculum - the Roebourne Model [p.232-238]

. NEGLINE, A.J. Aboriginal Education Achievements through Disadvantaged Schools Program and Country Areas Program in the North West Education Region of N.S.W. [239-245]

. FESL, E. Preliminary Data on Survey of Aboriginal Graduates [p.246-248]

28. Women and Work Newsletter. Women's Bureau, Department of Employment and Industrial Relations. Vol. 5, No. 1, March 1983 [4p.]

This issue has a theme of apprenticeships and training. The aims of SYETP, GTA programs are explained

29. Women and Work Newsletter (as above). Vol. 5, No. 2, September 1983 [4p.]

Outline of 'Girls at Work' Day organised by ACT Schools Authority in conjunction with TA'E colleges to encourage girls from government and non-government schools to consider a wider range of career options

30. Youth Affairs Newsletter. Office of Youth Affairs (part of the Department of Education and Youth Affairs). No. 20, June 1983 [16p.]

. What Australian young people want in IYY - 1985 [p.6-7]

. HOLLAND, John. Alternative lifestyles, communes and co-operatives [p.12-13]

A.C.T.

31. Work in Progress. Newsletter of the Work Resources Centre (replacing the previous news-sheet centrefold). No. 1, August 1983 [8p.]

The Work Resources Centre is an educational community intiative whose basic purpose is to promote, co-ordinate and contribute to work being done in relation to unemployment and to make this work accessible to the unemployed and organisations in the community who are working with them

New South Wales

32. Education. Journal of the New South Wales Teachers Federation. Vol. 64, No. 13, September 12, 1983 [28p.]

33. Education (as above). Vol. 65, No. 13, September 26, 1983 [24p.]

34. SWRC Newsletter. Social Welfare Research Centre, University of New South Wales (P.O. Box 1, Kensington 2033). No. 10, July 1983 [50p.]

. TRAVERS, P. Unemployment and Life Chances: A View from the 1930s [p.7-8].

. Preliminary results of an unemployment survey in the western suburbs of Sydney [p.8-9]

. The Future of Work [p.23]

35. Team. Transition Education - N.S.W. Bulletin. No. 1, June 1983 [4p.]

Brief reports on Transition Education and Work Skills Programs

36. The Employers' Review. The Employers' Federation of N.S.W. (P.O. Box A233, Sydney South, 2000). Vol. 55, No. 6, June 1983 [16p.]

. Part-time Work [p.3-4]

Decision by the Australian Conciliation and Arbitration Commission on an application by employers for part-time work in the vehicle industry, and brief summaries of the final report of the Permanent Part-time Work Study and the ILO Study on Part-time Work

37. The Employers' Review (as above). Vol. 55, No. 7, July 1983 [16p.]

. Young Achievement - What's it All About? [p.14]

38. The Employers' Review (as above). Vol. 55, No. 9, September 1983 [16p.]

This issue concentrates mainly on the theme of the Employers' Federation's Annual Conference, Costs. There are articles on Severance Pay, Superannuation, Tax, Leave Loading, etc.

39. TAFE Magazine. Journal of the NSW Department of Technical and Further Education. July 1983 [16p.]

. A National Youth Policy Takes Shape [p.3-5]

. Youth in Difficulty: How Many? [p.13]

40. Transition Education News. Compiled by the Non-Government Transition Education Unit (Sydney) (P.O. Box 217, Leichhardt). Vol. 2, No. 6, August 1983 [22p.]

. GRIFFITH, Angela. Work Experience - an Institutionalised Form of Job Recruitment? [p.6-9]

The first of two articles about work experience in NSW

41. Transition Education News (as above). Vol. 2, No. 7, September 1983 [20p.]

. The Transition Process - Education's Responsibility? Part 1 of a Report on the International Conference on 'The Transition from Compulsory Education to Active Life'. Salzburg, Austria, April 1983 [p.3-6]

. GRIFFITH, Angela. Work Experience - Some Alternatives to Block Release [p.7-12]

42. Vocational Guidance Abstracts. Central Planning Unit for the Division of Vocational Guidance Services, NSW Department of Industrial Relations. No. 38, July, August, September 1983 [24p.]

. Abstracts of recent literature relevant to vocational guidance

43. What Next. No. 1. A joint project by the Wollongong and Sydney Catholic Education Office [31p.]

Short articles by students and others, covering career decisions, work experience, job hunting

44. WSROC Annual Report 1982. Western Sydney Regional Organisation of Councils, July 1983 [30p.]

TASMANIA

45. Trans Ed in Tas. Transition Education Development Group. Curriculum Centre (57 Brisbane Street, Hobart). Vol. 4, No. 4, July 1983 [4p.]

Brief reports on recent conferences and seminars on transition and unemployment

46. Trans Ed in Tas. (as above). Vol. 4, No. 5, September 1983 [4p.]

Suggestions for changes in emphasis in different areas of curriculum to help prepare students for their new or changed roles as consumers and tenants

VICTORIA

47. Melbourne Studies in Education 1983. Imelda Palmer (ed.), Melbourne University Press [230p.]

. SPEAR, Sheila. Secondary Education for All: the Evolutions of Policy and Practice in Victorian Secondary Schools, 1968-1978 [p.76-96]

. ANDERSON, D.S. Access to Higher Education: the Link between Admissions and Social Class [p.97-111]

48. Action. The Brotherhood of St Laurence. No. 248, August 1983 [4p.]

School students studying poverty as an option for their Higher School Certificate report on a visit to public housing in Fitzroy

49. ADVISE. Victorian Institute of Secondary Education (582 St Kilda Road, 3004). No. 41, August 1983 [8p.]

. TAYLOR, Ray. How we practise what we preach

50. ADVISE (as above). No. 42, September 1983

. HUGHES, Lyn. Legitimate cause for concern? The role of trade unions in the curriculum

51. Careers Weekly. Careers and Appointments Service. Monash University. Vol. 13, No. 26, 8 July 1983 [6p.]

. MANN, W. What is Education? [p.1-3]

52. Careers Weekly (as above). Vol. 13, No. 27, 15 July 1983 [10p.]

. LHP. Try 1999 Instead [p.1-3]

53. Careers Weekly (as above). Vol. 13, No. 28, 22 July 1983 [8p.]

. LHP. Teachers and Learners [p.1-4]

54. Careers Weekly (as above). Vol. 13, No. 29, 29 July 1983 [12p.]

. LHP. Confessions of a (nearly) reformed chauvinist [p.1-3]

55. Careers Weekly (as above). Vol. 13, No. 30, 5 August 1983 [6p.]

. LHP. Curriculum and Careers [p.1-3]

56. Careers Weekly (as above). Vol. 13, No. 33, 26 August 1983 [10p.]

. NEILL, Russell. Careers and Astrology [p.1-4]

57. Joblots. A newsletter concerning Work Education Curriculum Branch, Education Department of Victoria, April 1983 [24p.]

Contains summary of report of Dr Laurie Shears 1982 overseas visit studying youth policies and their implication for Australia [p.10-13]

58. Newsletter. Institute of Family Studies (766 Elizabeth Street, Melbourne). No. 7, July 1983 [31p.]

Director's report reviewing progress of the Institute of Family Studies since its inception in 1980

59. Newsletter. TAFE Board (6-10 Wyuna Avenue, Hawthorn 3122). No. 11, August 1983 [6p.]

Brief details of new TAFE Parliamentary Act, TAFE and Regional Boards

60. School Bell. Victorian Council of School Organisations. Vol. 37, No. 4, May 1983 [16p.]

. A 'summit' policy for our youth [p.8]

61. School Bell (as above). Vol. 37, No. 7, August 1983 [15p.]

. RYAN, Susan. A Ten-Point Plan for Better Education (Australian Education Council seminar on Increasing Participation in Education) [p.8-9]

62. The Teachers' Journal. Journal of the Victorian Teachers' Union. Vol. 9, No. 8, September 1983 [24p.]

63. Transition News. Newsletter of the Victorian Transition Education Advisory Committee (582 St Kilda Road, 3004). Vol. 1, No. 4 [8p.]

. Joint Initiatives [p.2 and p.8]

. INGLETON, Sally. Better Life than Them (A thirty minute videotape distributed with a kit which contains a background paper treating issues raised by the videotape, a statistical supplement and five sets of discussion starters suitable for use by school and community groups).

64. Transition News (as above). Vol. 1, No. 5, 1983 [12p.]

. Guidelines to the Commonwealth Schools Commission and Tertiary Education Commission [p.8-10]

65. Transition News (as above). Vol. 1, No. 6, 1983 [20p.]

This special issue presents a selection of papers from Review Paper No. 9 of the National Clearinghouse on Transition (Vol. 2, No. 3, August 1983) which are concerned with various aspects of the relationship between the education system and the idea of a youth policy

66. The Victorian Teacher. Journal of Victorian Secondary Teachers Association and Technical Teachers Union of Victoria (P.O. Box 1124, North Richmond, 3121). No. 3, June 1983

. LARKIN, Rosita. Bringing in the Outsiders. Not treating girls and boys the same [p.12-13]

. METCALFE, Michael. A 'folksy' account of the recently published report of the school curriculum and self-evaluation project at Sunshine High School 1976-82

67. The Victorian Teacher (as above). No. 4, July 1983 [32p.]

. MORAN, Rod. The 'General Polytechnic' [p.10-11]

. HARRIS, Merrilyn. To die in vain? What can be learnt from TEAC? [p.24-25]

68. VISE News. Victorian Institute of Secondary Education (582 St Kilda Road, Melbourne 3004). No. 37, July/August 1983 [16p.]

Contains articles on Outdoor Education, Democratic School Government in U.K. and the development of a Values and Human Ecology Course

WEST AUSTRALIA

69. Equal Opportunities Resource Centre Newsletter (EORC Inc. 2nd floor, 150 Adelaide Terrace, Perth 6000). Vol. 3, No. 3, August 1983

. Discussion Guide: Girls and Maths. Material presented by Mary Barnes at Girls and Maths In-Service

70. Equal Opportunities Resource Centre Newsletter (as above). Vol. 3, No. 4, October 1984

Reports of Transition Education Project Parents' Nights and TAFE 'Introduction to Trades' course

71. Network. Youth Documentation Service, Youth Branch, Department for Youth, Sport and Recreation (P.O. Box 66, Wembley, W.A. 6014). Vol. 1, No. 2, August 1983 [13p. + 8p. keyword index]

Youth Documentation Service (YDS) is a current awareness bulletin listing articles on youth affairs in journals held in the Department for Youth, Sport and Recreation library.

72. RTDN Newsletter. Rural Training and Development Network of W.A. (3 Kimberley Street, West Leederville, 6007). Vol. 1, No. 4, June 1983 [16p.]

This issue attempts to widen the focus of public debate on youth unemployment

73. RTDN Newsletter (as above). Vol. 1, No. 5, September 1983 [8p.]

Articles about International Youth Year and the subject of Community Enterprises

74. The News Bulletin. Youth Affairs Council of W.A. (Inc.) (55 Murray Street, Perth, 6000) [11p.]

Details of IYY and forthcoming youth courses and conferences

OVERSEAS

CANADA

75. QWL Focus. Ontario Quality of Working Life Centre, Ontario Ministry of Labour (15th floor, 400 University Avenue, Toronto, Ontario, Canada) [28p.]

EMERY, Merrilyn. Learning and the Quality of Working Life [p.2-7]

This article is condensed from the paper 'Using Commonsense in QWL', published by and available from QWL Centre

UNITED KINGDOM

76. WHERE to find out more about Education. The information magazine published by the Advisory Centre for Education (ACE) Ltd (18 Victoria Park Square, London E2 9PB). No. 189, June 1983 [32p.]

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NATIONAL CLEARINGHOUSE ON TRANSITION FROM SCHOOL

# *Abstracts*

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